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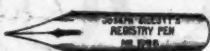
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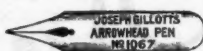
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# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LX.

For the Week Ending May 12.

No. 19

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## Educational Leaven.

By EDWIN W. CHUBB, California, Pa.

The spirit of research has entered all sciences. First there was doubt, unrest, dissatisfaction, and protest. They are still with us. But protest is not enough. Force must be constructive as well as destructive. The fanatic destroys, the genius constructs. Some years ago *materia medica* had these time-honored remedies: elderberry flowers for pleurisy, honey for insomnia, hornet nest tea for colds, cobwebs for hemorrhage, a catskin for pneumonia, to be applied while the animal was still warm, and bags of camphor and assafetida to be worn around the neck for protection against disease. When I was a boy visiting for several weeks a lonely farm in the eastern part of Pennsylvania, an old lady kindly removed warts from my youthful hands. The *modus operandi* was thus: a small piece of flitch was rubbed over the warts and then buried somewhere under the eaves where the water from the summer rains could drop upon it. The *materia medica* of to-day is not that of yesterday. The scientific spirit has given whim a mortal blow.

How is it with educational methods? Fortunately there are signs that the dead weight of tradition shall not forever encumber instruction. Here and there is a little leaven that is likely to leaven the whole inert lump. We are slow in allowing new ideas to enter into school education. If a Reading hatter finds to-day that woolen hats can be heated by electricity instead of the old-fashioned way of using hot-irons, to-morrow all the hat manufacturers in the United States want the time-saving and economical electric method. But in education we still find courses of study made by monks of the middle ages. The sickle has given place to the McCormick reaper, the feudal system has been succeeded by democratic institutions, but the monastic view of culture still rules almost everywhere.

### The Abbotsholme School.

But here and there within the past few years have been started various institutions incorporating the ideas, or longings, of educators who hope to leaven the educational lump. Nothing is final. We are experimenting, say they. Cecil Reddie's Abbotsholme in England is a bit of yeast that has been fermenting for about ten years. It may leaven the whole dead lump of English secondary education. The purpose of the founder is to train boys into a higher type of manhood. To pass examinations seems to be the goal of most of the English schools. Reddie's school is a protest to the medieval traditions of the great public schools of Eton, Rugby, Harrow, etc. His patronage is from the ruling classes. But altho the boys are from the families of the well-to-do, they are diggers of potatoes and makers of dams and ditches, they build their own critic pavilion, they harvest hay, and make roads. Prof. James, of Harvard, has said that education is fitting a man to meet an emergency. The Abbotsholme school aims to give boys that preparation. We have discovered of late years that the farmer boy while plowing, sowing, reaping, mending harness, and caring for cattle was getting an invaluable education. So valuable because it trained him to meet emergencies; so fruitful because he then learned the inexorable logic of nature's ways, and at the same time discovered the joy-giving truth that man by obeying nature becomes the lord and master of nature.

Cecil Reddie has had the courage to put into practice

his belief that manhood is worth more than scholarship. But the glory of such work as his is the proof that scholarship and manhood are not antagonistic. But we need to insist that scholarship is a by-product of manhood, not manhood a sequence of scholarship. Books and book-knowledge are not the be-all and end-all in Reddie's school. The morning hours are given to academic study; all the afternoon and all of the evening the boys spend in out-door educative play and work and in social converse.

One of the most interesting chapters in the history of Reddie's experiment is his discovery that a system of philosophy could be summoned to give definiteness and solidity to his ideas. He felt the need of a deeper insight into a philosophical course of instruction. In his search he dropped into Jena expecting to stay there for two nights. He remained two weeks studying Dr. Rein's practice school. He went home feeling that back of his vagueness stood a whole philosophy ready to enrich and fortify his own ideals.

Dr. Lietz, who for years was the *Oberlehrer* of the Jena Practice school, became a teacher in Reddie's Abbotsholme. He now is conducting a similar school in the Hartz mountains, Germany. Prof. Wilbur I. Jackman, dean of the new Chicago institute, recently spent a day or two with Lietz. He is enthusiastic in praise of the school. The boys are so vigorous in health that they bathe in midwinter in a stream whose water comes pouring over an icy waterfall. Lietz created a demand for such a school by writing a small book describing Reddie's Abbotsholme. The book is called *Emlohistobba*, a title made by reversing the letters of Abbotsholme.

### Professor Dewey's Experiment.

John Dewey's experiment school at Chicago is another bit of yeast that is fermenting. The school is three years old. The expenses the first year were about \$1,500; the pupils about fifteen. Next year there will be about a hundred pupils paying \$120 tuition; the expense of running the school will be about \$15,000. Dewey began with an interrogation, in fact with four interrogations:

*First*, he wanted to find out how the school could be brought into closer relation with the home and life of the neighborhood. How can the child's experience be unified.

*Second*, "What can be done in the way of introducing subject matter in history and science and art, that shall have a positive value and real significance in the child's own life?" In other words, cannot the child learn things as well as symbols? Some 75 or 80 per cent. of the child's time for three years is used in learning form rather than substance.

*Third*, How can instruction in these formal, symbolic, branches . . . be carried on with every day experience and occupation as their background and in definite relations to other studies of more inherent content?"

*Fourth*, How can the child be given more individual attention?

When Mr. Dewey started his school, he searched the school-furniture stores of Chicago for desks. He could not find what he wanted. Finally an intelligent merchant said somewhat as follows: "You want a desk made for children to work in, these were made to listen in." That sentence contains the darkness of the old and the light of the new education. We dogmatically assert that "we learn to do by doing," and then with the narrowest of interpretations set children to work problems

in algebra and paste pictures in compositions.

Brooker T. Washington's school at Tuskegee learned to do by doing in lately building an assembly hall having a seating capacity of 2,500. The students did all the work, even to inserting the electric light fixtures. When the children in Dewey's school worked several hours in picking the cotton fiber, they learned impressively why the invention of the cotton-gin made such an industrial change. Reddie's city boy whitewashing the sides of a pigeon-loft was getting a lesson in practical art and also experiencing what President Eliot calls the "joy of achievement."

The present consecration of high-souled, deep-thoughted men and women to the cause of elementary education is the morning star of a new era. Philosophy has boldly championed the cause of the child, and tomorrow the child shall receive his own. The spirit of search after a philosophical insight into education has been the star forever luring the wise men on and on; and whenever the eager feet of the seekers have located the star they found it standing not over a library, but over a little child.

### Bad Boys Made Worse.

By J. K. ELLWOOD, Pittsburg.

The bad boy is not a new article, not a fresh product of civilization and the public school. Ever since the days of Cain he has been a familiar character on the stage of life, sometimes acting the part of one who under the influence of inherited disposition or of training, or of both, has developed along what are considered right lines. What else could be expected? It is worse than useless to waste time in lamenting the existence of bad boys or in depicting them as a product of the public school. They are here, and here to stay. They have a right to be here. In many of them there is much good, some good in all. A boy in whom there is no good is a freak; one in whom there is no bad is also a freak. But, given the boys with a tendency to go wrong, what is the teacher to do to change their predilection? What should the parent do? A more important query is, *How* shall it be done?

Except in rare cases, both parent and teacher desire their boys to grow better and do the best they know how to bring about that most desirable result, but in spite of this—sometimes on account of it—some boys grow worse instead of better. A successful woodworker knows the nature of the wood he works with and does not attempt impossibilities. He carves with the grain, not against it. To do otherwise would defeat his object—would make a bad stick worse. He who would carve out a noble human character from the raw material of a bad boy must have accurate knowledge of the quality and grain with which he has to deal, as well as the taste and skill of an artist. That all who attempt the formation of right habits are not successful is evidenced by the various reformatory institutions and schools for incorrigibles. The number of those preparing children for the reformatories greatly exceeds the number of those preparing children to leave those schools. 'Tis sad to think that well-meaning parents, by their very endeavors to train their children properly, are every day fitting them for banishment from society. And society, instead of removing the cause, removes the effect, which it unfeelingly characterizes as "young toughs," "specimens of depravity," "candidates for the workhouse or the gallows," etc. An apple tree that grows up untrained and untrimmed presents a sorry appearance among its fellows; but it is to be pitied, not condemned. It grew enough, but its growth was not properly directed.

#### Breaking the Will.

One of the greatest mistakes a parent can make is to attempt what he calls "breaking the child's will." Formal obedience may be secured, but the seeds of insurrection are sown. When a boy is *driven* to school, church, or

Sunday-school, the driver should be made to understand two things: (a) that there is nothing in that institution that appeals to the boy's interest; that the various exercises are either below or above him, or entirely beyond his apperceptive reach, and, therefore, worse than useless to him; and (b), that instead of driving the boy to school to reform he is driving him towards a reform school. Intelligence demands that steps be taken to adjust the workings of the school to the requirements of the driven child, to bring them into harmony and sympathetic relation. A child may be compelled to attend day or Sunday school, but unless the "differences" between him and these institutions become adjusted, there will be a reaction detrimental to the child, the parent, and society. Obedience should be habitual, not occasional. The time to begin the formation of the habit is when the child is young enough to be "bent" without injury.

A lack of kindly firmness in the earliest years is mainly responsible for the habit of disobedience that must be broken up later. A knowledge of the child's nature—what it thinks and desires, what and how it feels—is essential to its training. The young boy—the old one, too—dislikes that which deprives him of pleasure, abhors asceticism as well as vermicifuge. Instead of increasing the disagreeableness of the dose by plain compulsion, the parent should tactfully endeavor to reduce the child's objections to the lowest terms by making the task as easy and pleasant as possible, by showing him as clearly as may be that the thing to be done is for his own good, as well as for the good of the parent or society, by appealing to some susceptible phase of the boy's better nature. Obedience is necessary, but it should be intelligent and loving, not blind and unreasoning. The age demands the strongest wills, the highest motives, not "broken" wills and abject fear.

#### The Motive Behind the Act.

Boys are by nature the most inquisitive creatures on earth. Impelled by this innocent spirit, they frequently find themselves arraigned by parent or teacher for misdeeds done without the least "malice afore-thought;" and all too frequently they are punished with as much severity and in the same spirit as if they had acted wilfully and wickedly. Their keen sense of justice rebels against this treatment, feelings of revenge and self-protection arise, and lying, the great weapon of self-defence, is decided upon as a future shield. An old negro preacher once declared, "De sinfulness ob sin is pendin' on de spirrit what we goes and does it in." When those having authority learn to be guided by this truth when dealing with youthful offenders, boys will not be made worse by ignorance and injustice.

A boy's pleasure and welfare are his highest desire, and while he is learning what is really best for him, it may in some cases, owing to environment or lack of training, be deemed necessary to use force to secure right action. The very desirable habit of obedience can be formed only by obeying.

#### Nagging and Unfit Teachers.

An effective method of making boys worse is to keep reminding them of their weaknesses, faults, shortcomings, and misdemeanors. The teacher should discover the good that is in every boy, and, by directing attention to that, by making him feel that he is somebody and has qualities that command respect, develop the better side of the individual in such a way and to such an extent that the evil inclinations may be gradually but surely lost sight of, smothered. The teacher should get down into the child's life and come up with him, leaving the evil elements behind. The life-saver does not stand on the bank and command the drowning man to come out of the water. His satanic majesty can have no better agent than a scolding teacher. If I were a superintendent, I should refuse to grant a certificate to any teacher who "scolds," on the ground that he is incompetent to develop right character, the noblest end of the public school.



Many school boards are responsible for the making of boys worse, because they employ unfit teachers. Whole communities are responsible because they elect unfit directors to their positions. The state is responsible because it fails to enact a law prohibiting the employment of any but trained and competent teachers. Alas, O, Education, what crimes are committed in thy name!

#### Qualified Mothers.

Every educator worthy the name holds that the teacher should have ability and ambition, earnestness and enthusiasm, teaching power and tact, loyalty and love of human kind, a high ideal and keen insight into the child's nature, and an unflinching sympathy with children. Why should not all parents, especially mothers, have substantially the same qualifications? It is society's business to see to it that bad boys are not made worse, or, better still, that boys are not made bad by ignorant parents. Perhaps the state will some day become wise enough to supply an "ounce of prevention" in the form of training schools for mothers and a law prohibiting the marriage of any one without a certificate of competency from one of these institutions. Hasten the day.

### Patriotism and Politics.

By DAN S. GIFFIN, New York.

Teach patriotism to the children. This is well and it is a satisfaction to know that this is being done more and more as the years advance. Have forms and ceremonies that indicate love for the old flag, but, remember these are but outward shows and that unless there is something back of these they will in time become meaningless.

Just as soon as a class can begin to comprehend give them history stories of noble deeds as they have come to us from the past. Let the children see that nobility of character is not confined to particular races or countries and they will learn to admire bravery and goodness wherever they appear. Teach them the history of our flag and for what it stands. It means more than simply stars and stripes, more than simply an emblem to designate our nation; it means the principles of government upon which ours is based and for which men sacrificed their lives and pledged their honor. The rainbow, with all its beauty, creates not half the admiration before as it does after the story of its origin has been told. Then it is that back of those colors, shades and tints we see and read "The everlasting covenant" of God, and no matter how much we may thereafter discredit the story, the rainbow's appearance will bring to us a pleasing sense of divine care. So may it be that the child can be taught to see back of the flag that for which it stands and wherever he goes its folds will be the emblem of freedom to man.

#### Politics at School.

In connection with the foregoing I would also teach politics; not only as the word implies, the science of government, but also politics with reference to the foundation principles of political parties. If it is a fact of our history that Jefferson and Hamilton, while both were members of Washington's cabinet, entertained different views as to the powers and principles of our government and that these have each had their followers who have founded parties upon these principles as foundations, then I would teach this fact and show how the parties of the present day stand with reference to the teachings of those two great men. No; I would not try to make them Republicans, Democrats, Prohibitionists, Socialists, or any other ists or isms, but I would give them a full and perfect understanding of what each teaches and believes and leave the selection to each.

Such teaching need injure no one, but the time may come when a knowledge of these may be of incalculable value when the children shall arrive at an age when they will be called upon to act in the affairs of state. I would

also teach them how the different political parties are organized, how they nominate candidates to office, all the steps taken by political primaries in selecting delegates to the various political conventions and all the civil and penal statutes applicable thereto and to the election. It is a fact that thousands of ballots are thrown out each year as defective in all those states having the system of secret ballot, caused, no doubt, by the ignorance and stupidity of voters. No child graduating from any of our schools should be of this class when he becomes a voter and by proper care they need not be. Then, above all, we should teach the necessity of keeping the ballot-box pure and the voter free from corrupt influences. He who corrupts a voter or miscounts the result of an election is no better than a thief; he steals from his fellow citizens the right which they have of an honest vote and an honest count, without which a republican form of government is a failure. A high standard of political ethics should be developed in all, girls and boys alike.

Care in the lines pointed out for a few generations would give us a citizenship equal to the best dreams of the founders of the republic. It is a sad state of affairs that so many of our best citizens have so little to do with the management of political parties. Too many are willing to stand back and allow the professional politicians to select candidates for them to vote for instead of taking part in the primaries and seeing to it that proper men are nominated. Men too frequently teach patriotism and then neglect their duties as patriots. The teacher who annually turns out into the world pupils well fitted for political duties, imbued with correct principles of good citizenship, is doing a grand work for the country and adding stars to his crown of glory. Patriotism and politics should walk hand in hand together.

### Rational Spelling Reform.

By I. W. HOWERTH, University of Chicago.

The opponents of a rational reform in English spelling occupy the same ground as those who advocate the laissez-faire doctrine in regard to social development. Both believe that the methods of nature are superior to those of man and that every attempt to interfere with the evolutionary process in society or in language is sure to prove abortive. Our system of spelling is a growth just as society is a growth. If it is true that the development of society cannot be successfully hastened by artificial means, it is also true that we would better leave to the natural process of growth the future development of our written forms of expression. Non-interference in the evolution of language is a corollary of non-interference in social evolution.

It seems, however, that the laissez-faire doctrine, as applied to society, is gradually losing its hold upon the minds of even the most conservative thinkers. Students of nature have shown clearly that all her methods are so prodigal and extravagant that they are easily susceptible of improvement by intelligent foresight and effort. Instead of being the most economical and a pattern for men to copy from, they are like those of the brute—crude, direct, and careless of the energy expended.

A careful student of nature and society has said that "when correctly viewed and thoroly understood the process of nature proves the least economical of all conceivable processes—a fact which the vastness of the scale on which it operates and the absolute magnitude of the results actually accomplished by it have in great measure concealed even from the most clear-sighted and thoughtful students of nature." The progress of nature, without the aid of mind, whether in society or in language, is both blind and leaden-footed. Natural evolution is extremely slow both in developing new forms and in pruning off old forms which have ceased to be useful.

This being true, it is difficult to see why it is not desirable to apply intelligence to the modification or acceleration of social, orthographical, or any other evolu-

tionary process in which mankind is interested. Any attempt to do so should be based first of all upon a thoro understanding of the forms under consideration, their meaning and value, and the laws of growth pertaining to them. Spelling reform, for instance, should be the outcome of only the most thoro acquaintance with the manner in which our orthography has reached its present stage of development, the exact relation of words to their antecedents, and the desired changes which can be made without losing more than is gained. Granting this intelligence, there seems to be no reason why we should not attempt to make the words of our language more economical and exact expressions of our thought than they are at present. There is no *a priori* objection to a rational spelling reform.

It must be confessed, however, that most of the reforms in spelling that have been proposed have been open to serious objection on the ground of their irrationality. They have not duly regarded the fact that our written language is a growth. On which side of the line the reform proposed by the National Educational Association falls I shall not attempt to determine. My own judgment is that it is in line with true orthographical progress. The comparative unimportance of the change, so far as a revolution in our system of spelling is concerned, the slight degree to which it can affect it, is *prima facie* in its favor. A sweeping reform would not commend itself; it would almost certainly be unintelligent, and, therefore, objectionable, perhaps impossible. It is these sweeping reforms, these "new systems" of spelling, against which the usual objections to spelling reform are especially valid.

#### Sweeping Reforms.

The advocates of the new systems of spelling propose not simply a change in the line of natural evolution, but a change from the root. They demand a complete desertion of all that the English-speaking race has attained in the way of expressing its thought in written words. By spelling reform they usually mean a complete subordination of the written to the spoken word. While reformers thus do not agree in their methods of reconstructing the language, there is an almost general agreement on this point—that the written word should exactly conform to the spoken. Such a radical proposal ought not to be accepted without the most convincing proofs of its desirability. These proofs have never been presented, and the probability is that they never will be. Chimerical schemes of spelling reform based on this idea have done much to prevent the possibility of rational reform.

Of course there is nothing new in the proposal to change our orthography. Ever since the twelfth century we have been scolded for pronouncing words in one way and spelling them in another. The first reformer, I believe, was a monk of the north of England, named Ormin. This monk composed a long religious poem and wrote it in a spelling of his own, whereby he hoped to indicate its pronunciation beyond mistake. The 2,000 lines of hieroglyphics which he has left us were long supposed to be Gothic, and only the student of early English would now recognize them as belonging to our mother tongue. Ordinary type will not represent his system of spelling, but a single line, "God ernde ben zehaten," will indicate its delightfully transparent nature.

As might be expected, the history of spelling reform is as interesting as that of any other freakish manifestation of human intellect.

Passing over the many successors of the English monk, the most distinguished advocate of reform to-day is, perhaps, the German-English professor, Max Mueller, whose views are quite as radical as those of reformers less noted for their learning. According to him, the initial act of reform would be the complete destruction of our present spelling. It is all wrong. We should rub it all out and begin over; that is, we should imitate in this particular the illustrious blunder of the French revolutionists in attempting to reform their government. His idea is seconded by Ellis and Pitman, both of whom

have made some noise in the world as spelling reformers. In a circular reprinted from the transactions of the "Filolaloi-ikel Soasei-iti" for 1876, Ellis proposes "a new sistem ov Ingglish speling, proapoa-zd faur konkurens, in aurdor too remedi dhi difek-ts without ditrak-ting from dhi valeu of our prezent aurt hog-rafi." To some people the opportunity for an affected stutler which this "sistem" affords might possibly commend it. Ellis is confident that it would bring many conveniences.

Of all such "sistems" which propose to remove at a single stroke all our difficulties of spelling and pronunciation, it may be said that they seem chimerical and undesirable, and should be banished to the limbo of Ormin's verse. No plan of this kind is capable of removing the difficulties presented as unanswerable objections to our present mode of spelling. Thus even the reformers cannot agree in their methods of pronouncing the simplest words; for instance, Dr. Bell and Mr. Ellis, leading exponents of spelling reform, advocate different pronunciations for the simple word "man." Phonetic spelling would therefore mean that Dr. Bell, Mr. Ellis, and other reformers would write the same word in different ways. This delightful freedom would of course extend to all. Every man would become a law unto himself in so far as pronunciation and spelling are concerned; and while this might be welcomed by some as a great convenience, the fixity of the language would be entirely broken up. As an English opponent of spelling reform has said: "The street vender would cry: 'Oh ne fi cents furrup parrot wheezers wuth too-oo sh'ln,' and the prima donna would continue to sing, 'Bee yut ay verse o wumble there snow play sly comb.'" Even if a system could be agreed upon it would be only a short time until it would have to be changed to meet the requirements of changed pronunciation. One has but to compare the dictionaries of the past few years with those of the present to see how rapidly and how remarkably pronunciation has changed.

In the second place, a sweeping reform would tend to level down and not up. The language of the educated would be more likely to be degraded to the level of the speech of the ignorant than that the ignorant would strive to attain a high standard; for no word would carry with it, as at present, its own certificate of character. At present a good word shows in its very features its relationship to other words in good standing. Words not rational in their formation are easily detected and banished from the legitimate and respectable forms of expression. New coinage must bear the imprint of rationality. The coinage of the uneducated is, therefore, as a rule, transient. The reason why this is so is because the standard erected by centuries of growth is exacting. There is a continual incentive for all to rise to the requirements of this standard in their efforts to express themselves in written language. Anything which threatens this fixity of our language must be the object of suspicion.

Suppose, for instance, that a phonetic system of spelling were adopted, all distinction between words pronounced alike, a distinction which is surely worth preserving, would be lost. Such words, for instance, as write, right, rite, and wright would be fused together in the phonetic form "rit." The tendency of a word to acquire and preserve a distinct meaning would be destroyed. This would tend to defeat the instinct to put a meaning into every word, a soul of which the written form is the body. It has often been noticed that when the derivation of a word is unknown it will be twisted about until it conforms to some known word, which is evidently regarded as a near relative. It is thus that the word "necessity" becomes sometimes "need-cessity;" "saw" becomes "seed," etc. There are many classical illustrations: "Tartar," Trench informs us, was originally "Tatar," and the "r" was put in to bring the word into closer relationship with Tartarus, or hell, out of which the multitude of Tartars were supposed to have proceeded. "Dent de lion" has been changed by the English into "dandelion," and the French have retaliated



by turning "mandragora" into "main de gloire." Siren is spelled with an "i" or "y" depending upon the origin to which it is ascribed. These illustrations may serve to suggest the value of preserving the individuality of our words, an individuality which is as much the outcome of historical and evolutionary process as personal individuality is the result of a biological and sociological process.

It is easy to see, then, that by the removal of our present system of spelling one of the most fruitful sources of historical study would be cut off. Our literature of the past would be, without reprinting, a dead language in which students would dabble as they now do in Latin and Greek, and with perhaps no greater result. The student of our language a hundred years hence would be utterly at sea. The origin and primitive meaning of words would be lost. Take the word "ostracize." With the changes it would soon undergo in the hands of the phonetic speller, who would ever dream of its Greek origin and the interesting bit of history with which it is connected. Drop the "b" from "debt" and its relationship with "debitum" is concealed. Words tell us by their form how they have grown out of other words, and how they have come by their particular shades of meaning. They tell us how the customs of the people gave rise to their use, and they have even revealed the relationship of one race to another. The origin of the various nations would be a much more profound mystery were it not for the light which the study of words has thrown into the past. How interesting and profitable is the study of words! Every word is an embalmed thought. To master a new word means to get a new idea, a new insight into the life of the past. Even words that are obsolete, that have been dropped in our hurried intellectual march, tell interesting stories of the past. Fossil words are as fruitful in historic significance as the archaeological remains of an extinct race. Each word throws light on the history of the people who used it. There are few branches of science to which we are indebted more than to philology. All the conveniences promised by the reformer fade into insignificance when we consider the immense value of present forms of words as it has been revealed by this science.

#### Rational Reform.

Much more might be said in regard to the advantages connected with our present orthography and against any proposal of a radical reform. It must be remembered, however, that of all the objections which may be made to a sweeping reform, very few hold against a rational reform proceeding from a recognition of the advantages referred to, and a thoro acquaintance with the growth and present needs of our language. So long as a demand for reform in spelling means nothing more than that proposed by the National Educational Association, that is, the mere elimination of letters and syllables which hinder growth and are not worth preserving for their associational value, there should be no opposition from any quarter. There are defects, inconsistencies, even absurdities, in our orthography. These it is within the power of intelligence to remove. We should only be sure that proposals for change in our present orthography are based upon an intelligent understanding of the principles of linguistic growth.

"How to Teach Birds," by Frank O. Payne, is just from the press. It is a little manual for teachers that will help much in giving lessons on this subject; price, 25c.

For closing exercises of all grades, the best material may be obtained by addressing the publishers of this paper.

"How to Teach Butterflies" is number 12 of the "How to Teach" Series, published by E. L. Kellogg & Co. It is ready this week and gives very helpful suggestions to teachers.

## The Revised Law of New Jersey.

By W. J. SHEARER, New Jersey.

The new school law of the state of New Jersey, is, in great part, a codification of the old law. The following are some of the more important changes:

The state superintendent may withhold money from counties or teachers failing to comply with the law. He may suspend any officer or member of a board of education who fails to do his duty. He may require a report from all private as well as public schools, but cannot make public facts concerning private schools.

No person can be appointed county superintendent unless he holds a state certificate.

#### Cities.

A board of examiners is provided for in all cities as well as in all counties. No city can grant certificates except in accordance with the rules of the state board of education. Cities may accept a provision of the school law providing for the election of boards of education at large or appointive boards. City superintendents and assistant superintendents must have state certificates. They may be elected for any term that board fixes and may be removed by majority of board of education. Boards of education may make any rules not contrary to state law or rules of state board of education.

A member of board of education must be twenty-five years old and a resident of district for at least three years. A member failing to attend three consecutive meetings without good cause, may be removed by the board.

The title to all school property is vested in the board of education, in place of in the city. The board must advertise for supplies exceeding fifty dollars and for repairs exceeding one hundred dollars.

A secretary may be appointed. He must give a bond for \$2,000. He must be general accountant of the board, audit all bills, and report each month.

All disbursements of the board must be by warrants signed by the president and secretary.

The mayor, two members of the board of education, and two members of the council constitute the board of school estimate. The board of education must report to the board of school estimate the amount of money needed. The council must provide the amount of money the board of estimate decides upon: provided the amount is not in excess of three-fourths of one per centum of the taxable valuation of the city property. If it exceeds this amount, the council must agree before extra money can be raised.

Kindergartens may be established and the expenses of the same paid for as for other schools.

Evening schools may be established and receive aid from the state by receiving a certain amount for the time they are continued.

Every child between the ages of seven and twelve must attend some public or private school, unless mental or bodily condition makes it impossible. Parents failing to send their children to school may be fined from one to twenty-five dollars or imprisoned for from five to ninety days. Truant officers may arrest truants and return them to parents or teachers. Pupils who persist in playing truant may be sent to schools specially provided for such.

#### Teachers.

Teachers may be elected for any length of time the boards see fit. If removed, except for good cause, the board must pay salary for the remaining term for which they were elected. Teachers leaving their schools before the expiration of their terms, without the consent of the board of education may have their certificates suspended for a period not exceeding one year. No teacher need serve on jury while school is in session.

#### Pupils.

A teacher must hold every pupil accountable for improper conduct on the way to or from school.

The public schools are free to all between the ages of five and twenty. Pupils injuring school property shall be fined and parents must pay amount of damages. Unvaccinated pupils may be excluded from the school.

Pupils living a distance from schools, and those wishing to attend those of higher grades may be transported at the expense of the board, which must also pay tuition charges. Those who have never attended school before can enter only at the beginning of the term or during the first five days of January and April.

(Continued on page 519.)

## The Davis Salary Schedule.\*

Full Text of the New Law Regulating the Pay of Teachers in New York City.

### § 1060.

(All moneys raised for educational purposes in the city of New York shall be raised in two funds, to be known as the special school fund and the general school fund, respectively.)

The general school fund shall consist of all moneys raised for the payment of salaries of the borough and associate superintendents and all members of the supervising and the teaching staff, thruout all boroughs, in conformity with section ten hundred and ninety-one of this act.

The special school fund shall contain and embrace all moneys raised for educational purposes not comprised in the general school fund.

(It shall be the duty of the board of estimate and apportionment and of the municipal assembly to indicate in the budget in raising the special school fund the respective amounts thereof which shall be available for use in the territory within the jurisdiction of each of the school boards.)

The general school fund shall be raised in bulk, and for the city at large, and shall be apportioned to the several boroughs by the board of education, as hereinafter provided.

The board of education shall have power to take and to receive, and shall take and receive, all moneys appropriated or available for educational purposes in the City of New York, which moneys shall be paid over to said board by the comptroller on the request of said board from time to time in such sums as shall be required, and the auditor of said board shall transmit to the department of finance each month duplicate vouchers for the payment of all sums of money made on account of the department of education each month.

### § 1064.

(The board of education shall represent the schools and the school system of the city of New York before the board of estimate and apportionment, and before the municipal assembly, in all matters of appropriations in the budget of the city for educational purposes, and in all other matters, and shall in general, be the representative of the school system of the city in its entirety.)

In the month of July in each year each school board shall transmit to the board of education an estimate in detail of the moneys needed for the purposes of the general school fund within the territory under its jurisdiction during the next succeeding calendar year.

(The board of education shall, thereupon, re-state, re-arrange, revise, and verify such estimates) and shall have power, in its discretion, to amend or reduce the same, and thereupon shall submit, together with a written memorandum of any such amendment or reduction so made by the said board of education and the reason for making the same, (an estimate for the entire school system of the city, to the board of estimate and apportionment for its action.)

Any amendment to or reduction of the estimate of any school board which shall be made by the board of education shall not preclude the right of the board of estimate and apportionment, after a proper hearing, to restore to its original form such estimate.

The board of estimate and apportionment shall appropriate for the general school fund for the year nineteen hundred and one and, annually, for each year thereafter, amount equivalent to not less than four mills on every dollar of assessed valuation of the real and personal estate in the city of New York, liable to taxation, inclusive of so much of the state school moneys apportioned by the superintendent of public instruction for the payment of teachers' wages as is actually paid into the said general school fund.

### § 1065.

(The special school fund shall be administered by the board of education.)

The general school fund shall be administered by the respective school boards and) in the month of December in each year (shall be apportioned) for the next succeeding calendar year (by the board of education among the different school boards of the city as follows:

1. A distributive quota to each school board of six hundred dollars for every qualified teacher, or for successive qualified teachers, who shall have actually taught in the public schools under the charge of the board during a term of not less than thirty-two weeks of five successive days each, inclusive of legal holidays.

\*The matter enclosed in parentheses is the unchanged portion of the old law, the rest is new. Whatever has been omitted from the old law is not given here. This represents, accordingly, the full text of the Davis law.

2. The remainder of such general school fund shall be apportioned among the said school boards by the said board of education in proportion to the aggregate number of days of attendance of the pupils of the public schools resident in the boroughs under their charge, between the ages of four and twenty-one (years, at their respective schools, during the last preceding school year.

The aggregate number of days of attendance of the pupils is to be ascertained from the records thereof kept by the teachers, as hereinafter prescribed, by adding together the whole number of days of attendance of each and every such pupil in the schools under the charge of the respective school boards.)

One day of attendance shall be counted for every child who attends one full day or one full session, either forenoon or afternoon.

Between the first and fifteenth days of January in each and every year, (the board of education shall file a record of its apportionment of the general school fund with the comptroller.)

The board of education shall have power to adopt by-laws fixing the salaries of the borough and associate superintendents, and all members of the supervising and the teaching staff, and the salaries of all principals and teachers shall be regulated by merit, grade of class taught, length of service, experience in teaching, or by such a combination of these considerations as said board may deem proper.

Such by-laws shall establish a uniform schedule of salaries for the supervising and the teaching staff thruout all boroughs which schedule shall provide for an equal annual increment of salary of such an amount, that no kindergartner, or female teacher of a girls' class other than those teaching grades of the last two years in the elementary schools shall, after sixteen years of service in said schools, receive less than twelve hundred and forty dollars per annum; and no female teacher of a girls' class of the grades of the last two years in said schools shall, after fifteen years of service in said schools, receive less than thirteen hundred and twenty dollars per annum; and no female teacher of a girls' graduating class, female first assistant, or female vice-principal, shall, after ten years of service in said schools, receive less than fourteen hundred and forty dollars per annum; and no female teacher of a boys' or a mixed class shall receive less than sixty dollars per annum more than a female teacher of a girls' class of corresponding grade and of years of service; and no female teacher in said elementary schools shall receive less than six hundred dollars per annum, nor shall the annual increment for any female teacher therein be less than forty dollars; and no male teacher of a class of the grades of the last two years in said schools, shall, after twelve years of service in said schools receive less than twenty-one hundred and sixty dollars per annum; and no male teacher of a graduating class, male first assistant, or male vice-principal shall, after ten years of service in said schools, receive less than twenty-four hundred dollars per annum; and no male teacher in said elementary schools shall receive less than nine hundred dollars per annum, nor shall the annual increment for any male teacher therein be less than one hundred and five dollars; that no female head of department, or female assistant to the principal in said schools shall receive less than sixteen hundred dollars per annum after ten years of service; and no male head of department or male assistant to the principal in said schools shall receive less than twenty-four hundred dollars per annum after ten years of service; that in high schools and training schools for teachers, no female junior or substitute teacher, female laboratory or library assistant, or female clerk, shall receive less than seven hundred dollars per annum, nor after six years of service as such, less than one thousand dollars per annum; no female model teacher shall receive less than one thousand dollars per annum; nor after five years of service as such, less than fifteen hundred dollars per annum; no female regular teacher in said schools shall receive less than eleven hundred dollars per annum, nor after ten years of service as such, less than nineteen hundred dollars per annum; no female head teacher, female assistant to the principal, female first assistant, or female vice-principal in said schools shall receive less than two thousand dollars per annum, nor after five years of service as such, less than twenty-five hundred dollars per annum; no male junior or substitute teacher, male laboratory or library assistant, or male clerk, shall receive less than nine hundred dollars per annum, nor after six years of service as such, less than twelve hundred dollars per annum; no male regular



teacher in said schools shall receive less than thirteen hundred dollars per annum, nor after ten years of service as such, less than twenty-four hundred dollars per annum; no male head teacher, male assistant to the principal, male first assistant, or male vice-principal in said schools, shall receive less than twenty-five hundred dollars per annum, nor after five years of service as such, less than three thousand dollars per annum; nor shall any of said persons therein receive a salary less than that to which by reason of experience, such person would be entitled as a teacher of the aforesaid elementary schools; provided, however, that none of the aforesaid members of the supervising and the teaching staff of any of the elementary schools shall receive a salary greater than that fixed for the seventh year of service unless and until the service of any such member shall have been approved after inspection and investigation as fit and meritorious by a majority of the board of superintendents of the borough in which he or she is employed; that none of the aforesaid members of the supervising and the teaching staff of any of the elementary schools shall receive a salary greater than that fixed for the twelfth year of service unless and until the service of any such member shall have been approved after inspection and investigation as fit and meritorious by a majority of the board of superintendents of the borough in which he or she is employed; and that none of the aforesaid members of the supervising and the teaching staff of any of the high and training schools shall receive a salary greater than that fixed for the fourth year of service unless and until the service of any such member shall have been approved after inspection and investigation as fit and meritorious by a majority of the board of superintendents of the borough in which he or she is employed; and that none of the aforesaid members of the supervising and the teaching staff of any of the high or training schools shall receive a salary greater than that fixed for the ninth year of services unless and until the service of any such member shall have been approved after inspection and investigation as fit and meritorious by a majority of the board of superintendents of the borough in which he or she is employed; and the respective boards of superintendents of the boroughs shall approve or disapprove the service of the aforesaid members of the supervising and the teaching staff in their respective boroughs within forty days before the date on which said members shall respectively, become eligible to the increases of salaries conditioned upon the approval of said service.

For the purposes affecting such increases of salaries of said persons in any schools, the principal of such school shall have a seat in the borough board of superintendents with a vote on such fitness and merit; that no female branch principal or female principal of an elementary school having not less than twelve classes shall receive less than twenty-five hundred dollars per annum after ten years of service as such in said schools, and no male branch principal or male principal of an elementary or a high school having not less than twelve classes shall receive less than thirty-five hundred dollars per annum after ten years of service as such in said schools; and a principal of said schools shall receive an equal annual increment of two hundred and fifty dollars; provided, however, that the service of such principal or branch principal shall have been approved after inspection and investigation as fit and meritorious by a majority of the board of superintendents of the borough in which he or she is employed; and no principal of a high school or training school for teachers having supervision of not less than twenty-five teachers therein shall receive less than five thousand dollars per annum.

The board of examiners shall issue to a principal or teacher who has had experience in schools other than the schools of the city of New York, or in any part thereof previous to the enactment of the Greater New York charter, a certificate stating that the experience of such teacher is equivalent to a certain number of years of experience in the schools of the said city.

The board of examiners shall issue to a principal or teacher who has had experience in schools other than the high and training schools of the city of New York, or in any part thereof previous to the enactment of the Greater New York charter, a certificate stating that the experience of such teacher is equivalent to a certain number of years of experience in the high and training schools of the said city.

Such certificates made by the board of examiners shall be final and conclusive on all matters pertaining to experience therein stated and shall entitle their holders to salaries in accordance with the schedule of salaries established in conformity with this section, in like manner as tho the years mentioned in such certificates had been served in those schools of the city of New York that are respectively mentioned in such certificates.

No salary now paid to any member of the supervising and the

teaching staff of any of the public schools in the city of New York shall be reduced by the operation of this section and the aforesaid equal annual increment for each class or grade of the supervising and the teaching staff of said public schools shall be uniform thruout each class or grade, and each of said persons shall at once receive all the emolument in accordance with the above schedule of minimum salaries to which said person is entitled by reason of merit, of experience, and of grade of class taught.

The board of estimate and apportionment is hereby authorized and required to transfer to the general school fund, in addition to any other appropriation which may be available therefor, a sufficient sum of money from any of the unexpended balances, of any appropriations for any of the departments of the city of New York, to provide the necessary funds for carrying into effect the provisions of this section, including such schedule of salaries for the day and evening schools as the board of education shall by its by-laws establish, for the calendar year nineteen hundred.

In case such unexpended balances shall not be sufficient for such purpose, the board of estimate and apportionment is hereby authorized and required to direct the issue of revenue bonds sufficient to provide for any deficiency of funds that shall still exist, in order to carry into effect all the foregoing and following provisions of this section for the calendar year nineteen hundred.

All members of the supervising and the teaching staff shall be entitled to and shall receive pay for the calendar year nineteen hundred in conformity with the provisions of this section precisely as tho the section had been in effect on the first day of January, nineteen hundred, and for such purpose, this section is hereby declared to be and shall be retroactive to and including the first day of January, nineteen hundred. The words "the supervising and the teaching staff," as used in this section shall not be deemed to include borough and associate superintendents.

§ 5.

(This act shall take effect immediately.)

## The Revised School Law of New Jersey.

(Continued from page 517.)

### School Buildings.

No school can be erected in the state until the plans therefore have been approved by the state architect.

In order that the health, sight, and comfort of the pupils may be properly protected, all school-houses hereafter erected shall comply with the following conditions:

I. Light shall be admitted from the left, or from the left and rear of class-rooms, and the total light area must, unless strengthened by the use of reflecting lenses, equal at least twenty per centum of floor space.

II. School-houses shall have in each class-room at least eighteen square feet of floor space and not less than two hundred cubic feet of air space per pupil. All school buildings shall have an approved system of ventilation by means of which each class-room shall be supplied with fresh air at the rate of not less than thirty cubic feet per minute for each pupil.

III. All ceilings shall be at least twelve feet in height.

IV. All stairs, except cellar stairs, shall be not less than four feet in width and shall have intermediate landings. The several flights of stairs shall be inclosed by brick walls or by partitions of slow-burning construction, and without open well holes. The risers of stairs shall not exceed seven and one-half inches in height, and the treads shall be at least ten inches in width, exclusive of the projecting nosings.

V. Every school-house having eight rooms shall have two flights of stairs of not less than four feet in width, or, in lieu thereof, one flight of stairs situated near the center of the building, not less than six feet in width.

VI. Every school building having more than eight and less than sixteen rooms, shall have two flights of stairs not less than five feet in width.

VII. Every school-house having sixteen or more rooms shall have three flights of stairs, not less than four feet in width, or, in lieu thereof, two complete flights of stairs not less than six feet in width.

VIII. Every building more than one story in height shall have metal ceilings, wooden ceilings painted white or some light tint, or plastered ceilings on metal lath.

Prof. Rein's "Outlines of Pedagogics" is one of the best known books on education. Our new edition, just ready, sells for only 50c.

## The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING MAY 12, 1900.

### School Finance in New York.

There is no likelihood that any of the dreadful things will happen which the opponents of the Davis bill are auguring. It has again been proved that it is far easier to prognosticate by the entrails of a dead or expiring victim than to forecast the outcome of the calm deliberations of a body of earnest men. The board of education has manfully faced the problem thrust upon it and its prompt action will avert all predicted disaster. Instead of sulking in the tent the commissioners have buried their disappointments and are striving to meet the new conditions in a way that will prevent another siege of suffering on the part of the teachers. They decided at once to form a bureau of finance consisting of the president, vice-president, and secretary of the board, the superintendent of school buildings, the superintendent of school supplies, the city superintendent of schools, and a treasurer, deputy-treasurer, two auditors additional to the present auditor, four paymasters, a chief clerk, and a board of examiners.

The treasurer is to be elected soon with a salary of \$6,000 and a deputy treasurer at \$3,000; the bonds required of them to amount to \$100,000 and \$50,000 respectively. As the treasurer will have charge of from fifteen to twenty million dollars a year the board will be in no haste to make a definite appointment. Meanwhile the work of making out the payrolls will be completed as rapidly as possible.

The signing of the Davis bill by the governor was no surprise to those who know the workings of political party machinery. Some innocents failed to understand why a measure should be allowed to retain clumsy deficiencies when a hint from the governor to the legislature and the friends of the bill might have made the law more perfect in details.

It may be that the measure will be a considerable factor in the next gubernatorial election. At any rate it is an important document, and believing that it is of unusual interest to educators who want to keep up with the progress made in eliminating politics from school administration and securing adequate pay for qualified teachers, THE SCHOOL JOURNAL publishes in this number the full text.

It will be noticed that the changes brought about may be briefly summed up as follows:

1. The financial administration of the New York schools is transferred from the control of the board of estimate and apportionment,—the body which manages the city's finances in all other departments, except the police,—to that of the board of education.

2. A uniform schedule of salaries for supervisors and teachers is established thruout all boroughs, and provision is made that such salaries shall be advanced by regular annual increments.

The funds which the board of education will have at its disposal will amount to about \$14,000,000 in the coming year. It is to be raised by the levying of a four-mills

annual tax. This sum will be entirely controlled by the board of education, who will have to establish a bureau for the purpose. Upon the board of education too—and not, as hitherto, upon the school boards,—will devolve the task of making the schedule of teachers' salaries.

The method of distribution of the fund is changed so that \$600 instead of \$100 is allowed for each qualified teacher, without regard to the attendance of pupils. The balance is to be distributed in accordance with such attendance. This clause it is hoped will prevent in the future such deficiencies in available moneys to pay the teachers as existed in Queens and Richmond boroughs last fall.

The clauses concerning annual increment are somewhat obscure. Under the Ahearn law provision was made for a minimum salary for ten and fifteen years experience; but no protection was afforded in the intervening years. Indeed in more than one case salaries were actually decreased in Queens and Richmond boroughs. The Davis law fixes a number of minimums at various periods of experience, and further provides that transition from one minimum to another shall be made by regular annual increments. In certain cases a minimum increment is prescribed. The annual increment of no female teacher must be less than \$40, nor any of male less than \$108 per month. Here is where the discrepancies come in, and here is where the school lawyers will find employment. The minimum increments do not foot up to the maximum salaries at the prescribed periods. For instance: A teacher's initial salary is \$600: her salary at the end of the eleventh year is \$1,440. Now as the \$40 rate of increment it would be at the end of the tenth year \$960. But the law provides that at the end of the eleventh year her salary shall not be less than \$1,440. Does she then in her eleventh year receive an increase of \$180? Another explanation is possible, viz., that the annual increment be \$84, which is in compliance with the law in that it exceeds the minimum of \$40.

### New Jersey's School Law.

New Jersey has introduced some very advanced ideas in the recent revision of the state school law. The summary printed in this number gives in plain terms the leading provisions and affords an opportunity for comparative studies that ought to prove interesting and profitable. THE SCHOOL JOURNAL is indebted to Supt. Shearer, of Elizabeth, for this excellent synopsis. Being thoroly conversant with the old law, and having made a close study of the revised code, he is pre-eminently fitted to present the subject in a lucid manner.

### European Travel.

Anticipating an avalanche of excursionists desirous of taking advantage of the Paris Exposition for a European trip, the steamship companies began early in winter to urge upon intending travelers the need of early bookers for berths and tickets. One result seems to be that many who might otherwise have gone abroad this summer have decided to stay at home and take to the mountains and the seashore instead. There is plenty of room on most of the passenger steamers leaving the port of New York, tho the season for the usual outpouring has been under way for some weeks. Teachers desiring to go to Paris need not be afraid of not finding steamer accommodations.



# Summer Travel Guide.

Every year a large proportion of the 400,000 teachers of the United States employ the long summer vacation in traveling. The various summer schools; the NATIONAL EDUCATIONAL ASSOCIATION, which meets this year at Charleston, S. C., July 7 to 13; the American Institute of Instruction, which convenes at Halifax, N. S., July 7 to 11, and the great State associations, will be attended by thousands of teachers. Many attractive side trips can be made from the different convention cities. Fuller information concerning delightful vacation outings will be given in future issues of this Special Supplement.

## Charleston, the Convention City.

The choice of Charleston, S. C., as the *venue* for the convention of the National Educational Association was a more than usually happy one. Not only will those who are wise and fortunate enough to attend reap inestimable benefit professionally from the persons with whom they will associate, but they will be enabled to study from close range what is at present one of the most interesting and perplexing of pedagogical problems, the Southern educational question. For some time there has been a feeling among Southerners that they have been, educationally, somewhat neglected. It is for Northerners now to remove this feeling.

The chief purpose of inviting the National Educational Association to hold its convention in Charleston was to place the South in the closest possible touch with the educational interests of the world. It is hoped that there will be a large attendance from all the Northern, Eastern, and Western states—there is a certainty that the teachers of the South will be present in full force; What is needed in the South is encouragement of its educational interest, the elbow touch with the teachers of the nations and this necessity should be impressed upon those who are really concerned about the illiterate conditions which prevail in a large part of the Southern country.

But there are other and less weighty, tho no less potent reasons which should cause the coming gathering to be a record one. From the point of view of mere pleasure, whether it be a matter of a week's excursion or a summer sojourn, no more delightful resting place could be chosen than this old Southern city. First of all, the people of Charleston are famous for their hospitality and courtesy, and there is every reason to believe that on this occasion the city will surpass its best achievements. It will be of interest to the teachers probably to know that the committees intend to protect their friends from the exactions of those who would in some other place perhaps try to make the assemblage of so large a number of persons an opportunity for "salting down the shekels." Visitors may expect absolutely fair treatment on the part of the hotels and boarding houses and transportation companies. Assurances have been given by the management of these places of entertainment that there will be no attempt whatever at gouging, and the committee is guarding this point most sacredly.

And here it may be as well to correct a popular impression, namely, that the visitor to the South must necessarily be a person of means in order to be able to meet the heavy hotel expenses. As a matter of fact, for \$7 or \$8 a week one may fare excellently, while there are accommodations in good places for \$3 or \$4 a week. The average price of hotel board is \$10 to \$15 per week.

The city of Charleston itself is of peculiar interest both to the eye and intellect.

### A City Built Sidewise.

The following vivid description by the well-known journalist, Mr. Julian Ralph, which was published in *Harper's Magazine* will give a notion of the impression that Charleston makes upon the visitor:

After one good look around Charleston, the thing which most amazed me was that no one had ever happened to prepare me for finding a city so unlike our others that it actually may be said to be "built sidewise," as if all its houses were at odds with the streets. Strange also it seemed that no one had warned me that I should find it a water color city of reds and pinks and soft yellows, and white, set against abundant

greenery. Its own lovers, down there, like to speak of it as "old and mellow," but that expresses only a little bit of what it is.

First, it is very beautiful; next it is dignified and proud; third, it is the cleanest city I have yet seen in America; and, last of all, it is a creation by itself—a city unlike any other that I know of. It is built on a spit of land with water on three sides, like New York, and this gives its people that constant and enduring delight which continual views of moving water never fail to provide. Part of its early history is that of a planters' summer resort, and something of that forgotten holiday air still clings to it. If it suggests any city that I have ever seen, it is New Orleans—perhaps because of an indefinable Latin trace that is seen in the stuccoed houses and walled gardens, and again, because of the important part the gardens play there and the profusion of flowers that results from them.

The most peculiar feature of Charleston is the arrangement of its houses, which, as a rule, are built sidewise on the streets, with the end of each dwelling toward the pavement. This has been done to provide for either a southern or western prospect from the galleries or "piazzas," as they call them, with which each house is prettily and invitingly adorned. Because of this method of building the entrances, which, without knowing better, we would take to be the front doors, in reality, admit the members of each household, either to the end of the lower porch or into the garden, the true main doorway being on the side of the house. Full enjoyment of the gardens is thus combined with privacy, and the one may get only glimpses of these little preserves from the streets, strong hints of their prettinesses are often carried up to the lofty balconies in the forms of vines and potted plants, like extensions of the garden, the which whoever runs may enjoy. How very pretty and how very peculiar Charleston has thus become only a visit can disclose.

### About Town.

Charleston has perhaps more specific points of interest than any other city in the United States of its size. This is mainly because it is full of old things, a veritable museum with its ancient churches, its pre-revolutionary post-office building, its library of colonial origin, and its old chamber of commerce. The two old English churches, St. Michael's and St. Philip's, are especially interesting. They are beautiful ornaments, monuments to a wealth of pride and that which will not easily be excelled in any modern memorial. Both the churches are of the general style of old St. Paul's in New York city, but much handsomer. Charlestonians, indeed, cling to the belief that Sir Christopher Wren was the designer of one of them, tho there is little evidence to support the legend. No less beautiful is the Huguenot church, the only one in America, of which its pastor, the Rev. Charles S. Vedder, has written:

It was established by French Protestants, refugees from France, on account of religious persecution. Their descendants, venerating the steadfastness to principle, so conspicuous in their ancestors, continue to worship to-day with the same liturgy (translated), published at Neufchatel in 1737 and 1772, in this, the only Huguenot church in America.

### The Battery.

Another feature of the city which deserves special mention is the Battery of which Mr. Ralph writes:

The beautiful Battery—situated like that in New York—is so dependent upon nature that it is forever young and gay. It faces the beautiful harbor, with the sea and Fort Sumter (looking very small for anything with so big a history) in the distance across the broad blue bay. Facing the Battery, in turn, is a curving row of residences, as fine and as beautiful as any in America. The especial beauty of the show they make is due to the fact that they also keep up a process of rejuvenation, by the addition of new houses of the latest fashion. The result is a number of noble, old-time mansions lording it over ample, semi-tropical gardens, with their shady, breeze-inviting

piazas, commanding the water and the promenade, side by side with dainty modern dwellings of what we would call suburban villa types, that give Charleston's old Battery a distinct air of youth and vigor.

Some fear has been expressed by those who do not understand physical geography that the temperature of Charleston at the time of the meeting of the convention will be oppressive, but the official records of Charleston and the records of the United States weather bureau, covering a period of one hundred years, show that in no place in this country is the summer temperature more equable and pleasant. The range of the thermometer here is not nearly so high on the average as it is in Boston, New York, Asbury Park, and Saratoga, and at the time the convention was in session last year in Los Angeles, and the delegates were suffering from intense heat, the people of Charleston found light blankets necessary to comfort. Another quality of the summer temperature in Charleston is that sun prostrations are exceedingly rare. Charleston, being situated directly on the Atlantic ocean, enjoys all the advantages of the southwest trade winds, which blow at that season of the year continually and on account of their influence extreme heat is prevented.

#### Educational Interests.

For those whose motives in attending the convention are too serious to allow them to consider the question of pleasure to the eye and fancy, the educational institutions of Charleston are well worthy of study. These are, the College of Charleston, the South Carolina Military academy, the high school and the Porter academy (all for boys and men only), and the Memminger High and Normal school for women. Higher education, from the classical and scientific side, is supplied by the College of Charleston, thoro preparation for which may be had at the high school, and the Porter academy. Scientific education, with the added feature of thoro military training, is afforded by the South Carolina Military academy, for admission to which the public and private schools of Charleston give adequate preparation. It will be seen that Charleston possesses a well-connected graded system, by which the primary and high school education leads naturally to the attainment of the college degree.

#### Isle of Palms.

But perhaps Charleston's greatest attraction is its propinquity to the Isle of Palms, one of the best improved and most beautiful resorts on the Atlantic coast. The beach is as hard as a park boulevard, and maintains a width of about a hundred yards for nearly ninety miles.

During the summer months this is the most popular resort of the Southern states. The bathing is excellent, and in the evenings music is given in the pavilion, by the United States Fourth Artillery band. The entire island is covered by a dense growth of tropical trees, and to its natural beauty everything possible has been added to make it attractive.

#### The Land of the Sky.

The city and its immediate neighborhood are, however, but a portion of the bait set to allure visitors to the convention. The committee in charge, by special agreement with the railroad companies, has arranged a number of side trips thru South Carolina and the neighboring states, at unusually low rates, and for natural beauty, salubrity, and general attractiveness there is no land on the globe superior to the territory that can thus be visited. The show region may be divided roughly into two sections; the plateau region, which culminates at Pinehurst, in North Carolina, and the marvelous tract known as the "Land of the Sky," in the same state.

Pinehurst is a model New England village, located at an altitude of 600 feet among pine-clad hills. It is well provided with cottages and a fine modern hotel, and the surrounding woodland scenery is well worthy of a visit. The real paradise of the Southeast, however, is the "Land of the Sky." Taken as a whole, no similar region on the continent can compare with it in beauty, sublimity and climate. It received its name from Christian Reid, the novelist, and it deserved it, for within the territory

are more than a hundred peaks that raise their verdure crowned heads above the sky line. Of these forty-three are higher than Mount Washington, the king of the New England ranges. Writing in the *Medical Record* Dr. R. S. Westray said of this region:

Nestled in the heart of the Alleghanies, cradled by the Blue Ridge and great Smokies, stretches the Asheville plateau, the great sanatorium of western North Carolina, and the eastern United States. It enjoys a climate of its own, representing the golden mean of altitude and latitude, and the several meteorological conditions which go to make a wholesome and fascinating resort. Nowhere east of the Rocky mountains is to be found anything approaching it for fall and winter, spring and summer. At Asheville, the center of the plateau, are united the comforts of a city with the delights of a country.

Her skies rival in their azurine tints those of Italy, and there is a vitality and tonic in the atmosphere which makes an instantaneous impression on the visitor. It is a region more charmingly beautiful than Switzerland. Its valleys are fern-carpeted forest labyrinths, thru which crystal streams tumble merrily along over moss-grown rocks in their race to the open. Here range after range of heavily forested mountains parallel to each other like waves of the sea, where interlacing valleys are rich with verdure and flowers, and where silver streams murmur unceasingly.

One of the great attractions of Asheville is Biltmore House, the famous Vanderbilt country home, the most magnificent on the continent. The Battery Park Hotel at Asheville is one of the finest hotels in the South. Asheville, however, tho the center of the "Land of the Sky," is by no means the only desirable place. There are Saluda, Skyuka, Tryon, Sapphire, Waynesville, Hendersonville, Flat Rock, Hot Springs, and a score of others equally beautiful, each with some peculiar interest of its own attached.

But it would be impossible to enumerate the attractions that a visit to Charleston at convention time affords. For natural beauty and historic interest the territory within reach is unequaled on the continent.

#### Bicycling Abroad.

France and England both have cyclist touring clubs. The advantages to one who contemplates a trip a-wheel thru either of these countries, of membership in such a club, were made evident two or three years ago by Mr. Francis S. Hesseltine, an American representative of the French club. He says:

"The membership card requires your signature and a description of your wheel. Your signature must be attested by a justice of the peace or notary public. This may be dispensed with by placing your photograph one inch square in the corner. Your identification by your card admits your bicycle free of duty into France, and relieves you from making the deposit in Italy and Switzerland.

"On application to the Paris office, describing your machine—kind, mark, name, number, etc.—you will receive a permit for Belgium. It is essential that when you depart from these countries the fact should be stamped upon the permit given to you, as any omission to do this obliges the club to pay the duty. As trains at the frontier are not detained long enough for this certification, one should wheel across the border or communicate in advance by letter or telegram to the custom house official in charge at the frontier railroad station, advising him by what train you will leave, so that a government representative may be in attendance prepared to stamp your permit. Geneva is a custom house station in Switzerland. By arrangement, passing from Belgium by railroad, you can have the certification made at Paris on your arrival.

"There is no duty on travelers' bicycles in England or Germany. Women may become members on the recommendation of some male relative. The touring clubs of Italy, Switzerland, Belgium, and Denmark mutually exchange privileges with the Touring Club of France. If, therefore, you are visiting any of those countries you will also be entitled to all the advantages of the membership of those associations."



# ANNUAL MEETING National Educational Association

## AT CHARLESTON, S. C.,

### July 7th-13th, 1900.

Charleston, one of the most beautiful of Southern Cities—aptly called the Venice of America—has been chosen as the meeting place for the National Educational Association, in July, 1900. It has been estimated that over ten thousand persons will be in attendance, and there is no doubt but that Charleston will accommodate everybody with its wonted hospitality. Those who are not able to obtain accommodations at the hotels and boarding houses will be distributed among private houses, where they may be assured of a most cordial welcome.

Charleston, although well South, is remarkably cool during the summer months, and the attractiveness of the city so famous historically, and its many nearby resorts upon the ocean, including the Isle of Palms, will make the tourists' stay within its hospitable gates,—a sojourn of memorable enjoyment. In order that there need be no apprehension of excessive heat at Charleston, the following table is published.

Record of temperature readings made by the United States Weather Bureau, Charleston, S. C., at 8 A. M., noon, and 8 P. M., July 1st to 15th, 1898, and 1899.

1898.				1899.			
	8 A. M.	NOON.	8 P. M.	8 A. M.	NOON.	8 P. M.	
July 1.....	82	86	83	72	80	75	
2.....	80	86	82	74	80	76	
3.....	82	85	82	75	76	74	
4.....	82	85	81	73	85	80	
5.....	79	76	81	82	86	80	
6.....	75	82	81	81	86	80	
7.....	77	86	82	78	87	80	
8.....	78	84	78	80	87	81	
9.....	78	87	82	76	79	77	
10.....	80	74	75	75	81	78	
11.....	71	70	67	76	78	76	
12.....	66	69	74	77	84	79	
13.....	73	75	78	76	85	81	
14.....	80	82	80	80	90	83	
15.....	81	86	82	84	85	82	

L. N. JESUNOFSKY,

Local Forecast Official.

(Official)

Charleston is full of historic associations. In the cemetery of St. Phillip's Church lie the remains of the Hon. John C. Calhoun. The Church, itself, which is the oldest in Charleston, was built in 1681. St. Michael's, which is the next oldest church, was built in 1752, is, with its cemetery, a perfect museum of revolutionary curiosities.

There was a tea party in Charleston Harbor, as well as in Boston, several cargoes of tea having been thrown into the waters of the Harbor on the 3rd of November, 1774. This was done by the citizens in broad daylight without attempt at disguise.

In June, 1776, Charleston was besieged by a heavy fleet under the command of Admiral Sir Peter Parker, who was beaten off with severe loss, one of his eight ships in action being destroyed, while others were badly crippled, and all by greatly inferior force. It was in this action that Sergeant Jasper, one of the Garrison of Fort Moultrie sprang from the outer wall to regain the flag which had been struck down by a cannon shot, and replanted it upon the parapet under a heavy fire, exclaiming as he did so, "Don't let's fight without a flag."

A handsome life size bronze statue of Sergeant Jasper is now one of the chief ornaments in the beautiful Battery Park of Charleston.

Upon the same occasion, Sir Henry Clinton's troops, in attempting to cross Sullivan's Island to attack the rear of Fort Moultrie, were badly defeated, and the expedition was entirely abandoned.

The City was again besieged by Admiral Parker in February of 1780 who, this time, avoiding Fort Moultrie, landed troops and laid siege to Charleston from the rear on the mainland, being aided at the same time by batteries erected on James Island. A shot from one of these batteries carried away the arm of and otherwise mutilated a statue of Sir William Pitt, which had been erected by the grateful colonists in recognition of that statesman's fearless espousal of their cause in the British Parliament. This statue is still to be seen in Washington Square, Charleston, the arm never having been replaced, as the people considered that thus mutilated by the British, it was the more to be venerated.

After a brave resistance, however, General Lincoln, in command of the patriot forces capitulated to the British on the 12th of May, 1780, and Charleston remained in possession of the enemy until December, 1782.

The story of Castle Pinckney, Fort Moultrie and Fort Sumter in connection with the history of Charleston, during the War between the States, is too well known to require repetition. Suffice it to say that after sustaining an unprecedentedly severe siege on the part of the Union forces, the Confederates evacuated the City on February the 17th, 1865, upon the advance of General Sherman through the center of the State, and the following day, a small boat sent by the Mayor of Charleston, brought word to Admiral Dahlgren that the place was abandoned; "CHARLESTON AND SUMTER WERE WON!"

Just outside the walls of Fort Moultrie is the grave of the famous half-breed Seminole Chief, Osceola, who, in 1837 was captured by the United States troops in Florida while under a flag of truce, and held prisoner until he died. Nearby is the grave of the officers and crew of the monitor Patapsco, which was sunk by a Confederate torpedo, carrying down nearly all on board.

The Citadel Academy—the West Point of South Carolina.—The Magnolia Cemetery,—the beautiful resting place of the dead,—and the Isle of Palms, in Charleston Harbor, are all easily accessible and well worth seeing.

In St. Michael's and on other public buildings are still to be seen the results of the earthquake which shook Charleston to its foundations at 10 o'clock on the night of August 31st, 1886. Altogether there is no more interesting or attractive old city in the United States than Charleston.

The Pennsylvania Railroad is the only all rail route between New York and Charleston, connecting at Quantico, Va., with the Atlantic Coast Line which has a through sleeping car service throughout the year, and at Washington with the Southern Railway which line has recently obtained entrance into the city of Charleston, and proposes to run, as required, through cars for special parties upon occasion of the annual meeting.

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JULY, 1900

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## Summer Schools for 1900.

### Illinois.

American Institute of Normal Methods at Northwestern University, Evanston, Ill. Session July 17-Aug. 3. Address O. S. Cook, secretary, 378-388 Wabash ave., Chicago.

Chicago Institute.—Summer School, July 2-Aug. 10. Address Director, 603 Marquette building, Chicago, Ill.

University of Chicago.—Summer Courses open June 15. Address the University of Chicago, Chicago, Ill.

Chicago Normal Summer School.—Opens June 2 (three weeks). Address Dudley Grant Hays, 550 W. Sixtieth Place, Station O., Chicago, Ill.

National Summer School.—Fourteenth Session June 25-July 7, Armour institute, Chicago. Address Ginn & Company, 378-388 Wabash Ave., Chicago, Ill.

New School of Methods for 1900.—Western School at Chicago, Ill., August 20-31.—Address American Book Company, New York city, or C. C. Birchard, Manager New School of Methods, Washington square, New York City.

### Iowa.

Summer Latin School of Drake University.—June 18-Aug. 16. Address Chas. O. Denny, prin., Des Moines, Iowa.

### Kansas.

State Normal School.—Summer Session June 7-Aug. 8. Address Pres. A. R. Taylor, Emporia, Kansas.

### Massachusetts.

New School of Methods for 1900.—Eastern School at Hingham, Mass. July 16-27. Address American Book Company, New York city, or C. C. Birchard, Manager New School of Methods, Washington square, New York city.

Martha's Vineyard Summer Institute, at Cottage City.—Opens July 10. Address Wm. A. Mowry, pres., Hyde Park, Mass.

The American School of Sloyd.—Walter J. Kenyon, director. Sixth Annual Session begins July 10, at Martha's Vineyard.

School of Expression.—Summer term opens August 1. Address S. S. Curry, Ph. D., Pierce building, Boston, Mass.

Sauveur Summer School of Languages at Amherst college, Amherst, Mass.—Twenty-fifth Session, July 9-Aug. 17. Address Registrar of Amherst college, Amherst, Mass.

American Institute of Normal Methods.—At the New England Conservatory of Music, Boston, Mass. Session July 10-27. Address Edgar O. Silver, pres., 29 E. 19 St., N. Y. city.

Harvard Summer School of Arts and Sciences.—July 5-Aug. 15. Address J. L. Love, A.M., Cambridge, Mass.

The Lawrence Scientific School.—Address J. L. Love, sec'y, Cambridge, Mass.

### New Hampshire.

Lake Winnepesaukee Summer School.—Courses in pedagogy, science, and language. Teachers prepared for fall examinations, and students for college entrance. Address L. F. Griffin, Weirs, N. H.

Dartmouth College Summer School.—Opens July 5, continuing four weeks. Address Registrar, Dartmouth college, Hanover, N. H.

### Ohio.

National Normal University Summer School, Lebanon, Ohio.—Classes in pedagogy, science, mathematics, language, literature, elocution, music, etc. Session opens June 12. Address C. K. Hamilton, secretary, Lebanon, Ohio.

### Texas.

University of Texas Summer School.—Austin, Texas, June July 5-21. Address John A. Lomax, Austin, Texas.

### Virginia.

A summer school of methods will be held at Roanoke. Supt. E. C. Glass, of Lynchburg, and Prin. Kenkins, of the Portsmouth high school, have been designated as conductors.

### West Virginia.

Summer Quarter, West Virginia University. From June 21-Sept 1. Address Pres. Jerome H. Raymond, Morgantown, West Virginia.

### Michigan.

Benton Harbor College Summer School. Session begins June 19. Address The College, Benton Harbor, Mich.

Summer Kindergarten Training School at Grand Rapids, Mich. Address Mrs. Lucretia Willard Treat, principal, Grand Rapids.

A summer kindergarten training school will be conducted at Grand Rapids, Michigan, under the auspices of the Grand Rapids Kindergarten Association. Mrs. Lucretia Willard Treat is the principal. As a place of summer residence Grand Rapids is especially favored by climate and surroundings. The corps of lecturers includes Edward Howard Griggs, Laura Fisher, Caroline T. Haven, and Isabel Saunders.

Michigan State Normal College, Ypsilanti.—Summer Quarter July 2-Aug. 24. Address Elmer A. Lyman, principal.

### New York.

Columbia University.—Summer Session from July 1-Aug. 8. Address Walter Hammond Nichols, B. S., sec'y, Columbia University, N. Y. city.

New York University.—Summer Session from July 9-Aug. 17. Address Prof. Marshall S. Brown, New York University, University Heights, N. Y. city.

Adirondacks Summer School.—Fourth Session June, July, August, and September. Courses in Art, Manual Training, and Nature Study. Address J. Liberty Tadd, 319 North 32nd street, Philadelphia, Pa.

Cornell University Summer School.—July 5 to Aug. 16. Address The Registrar, Cornell University, Ithaca, N. Y.

Cornell University Summer School of Nature Study.—Address College of Agriculture, Ithaca, N. Y.

Chautauqua Summer Schools at Chautauqua, N. Y.—July 7-Aug. 17. Address Chautauqua Assembly, General Offices, Cleveland, Ohio.

Summer School Art Students' League of New York.—Summer Season from June 4-September 29. Address Art Students' League, 215 W. Fifty-seventh street, New York city.

### North Carolina.

Slater Industrial and State Normal School at Winston-Salem, N. C.—June 20-July 6. Address S. G. Atkins, pres., Winston-Salem, N. C.

### Canada.

Summer School of Science for the Atlantic Provinces of Canada.—Fourteenth Session, July 26-Aug. 10, Bear River, N. S. Address J. D. Seaman, Prince St. school, Charlottetown, P. E. I.

Summer School of McGill University at Toronto.—Special Courses in Art. Address Registrar of McGill University, Toronto.

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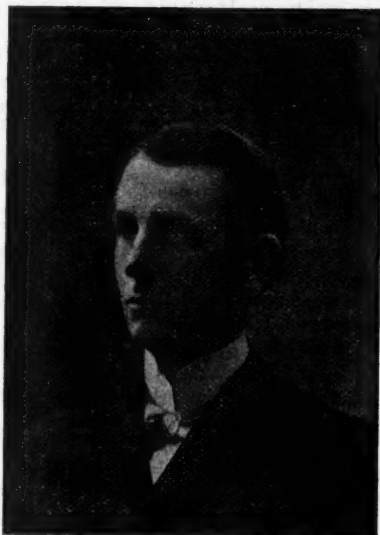
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### Mr. Van Sickle's Election.

The election of Supt. James H. Van Sickle, of North Denver, Colorado, as superintendent of the schools of Baltimore will be greeted with unreserved and general approval. He is an energetic worker and one of the most efficient school superintendents in the United States. There is, however, grave doubt as to the legality of his election and the Baltimore school board's headstrong disregard of the city council's criticism of its action will not ameliorate matters. It seems that the new city charter requires a citizen to have been a registered voter of the city for at least six months previous to his election or appointment as a city officer. The board of which President Gilman, of Johns Hopkins, is a



Supt. James H. Van Sickle, of Baltimore.

member, contends that the law does not apply to the superintendent, but ex-Governor Whyte, one of Maryland's most prominent lawyer's and the chief law officer of the city, has decided that Mr. Van Sickle is ineligible. The board stands firmly by its original action. Mr. Van Sickle has already resigned his position in Denver and his successor has been elected. He will assume his duties in Baltimore in July and leave nothing undone to fill his side of the contract. A lawsuit seems inevitable, but there is little doubt that Mr. Van Sickle will win in the end.

Prin. Frederick W. Atkinson, of the Springfield (Mass.) high school, has been appointed superintendent of instruction in the Philippines, at a salary said to be \$8,000. It is not yet known when he will start for Manila, but it will probably be early in the summer. In the meantime, it is said, he is to visit the schools at Carlisle, Pa., Hampton, Va., and Tuskegee, Ala., and study the methods employed in the teaching of Indian and negro youth.

He is peculiarly well qualified for this responsible post. His ability as an organizer, his keen judgment and lively interest in all phases of educational progress have given him a prominent place among the educators of New England.

Mr. Atkinson's successor at Springfield has not yet been elected, tho it is in every way probable that the work of the school year will be completed under the supervision of Vice-principal William Orr.

In obedience to the wish of Germany's energetic emperor William, Dr. Studt, the Prussian minister of education, has ordered the abolition of the requirement of the use of Latin in all university and faculty degrees, assigning as a reason the importance of a "more general use of the German tongue." Education ought to afford a fine field for the imperial reformer.

## The Busy World.

### Marching Toward Pretoria.

The long expected movement of the British forward toward Pretoria has begun in earnest. It started a few days ago with the capture of Brandfort, a town on the railroad nearly forty miles north of Bloemfontein. Then a portion of Gen. Roberts' army rapidly pushed ahead to the Vet river, the Boers retreating as the British advanced.

The different divisions of the army stretched at intervals almost across the Orange Free State. Gen. Hunter, advancing along the railroad on the west, is at the Vaal river; Gen. Methuen is near Bishof; Gen. Pole-Carew's division and others occupy the center above Bloemfontein, while Gen. Hamilton is on the left. The hardest fighting has lately occurred at the latter point? Gen. Hamilton occupied Winburg on Sunday, May 6, after a sharp fight and a hot pursuit. On the same day the Boers retired from their positions east of Thaba Nchu, and left Gen. Rundle's division free to march northward.

Gen. Hamilton's march on Winburg was conducted with great spirit. Especially fine work was done by the cavalry and the Highland brigade.

Military experts now believe that Gen. Roberts will send a strong column thru Senekal and Bethlehem to Harrismith, and open a way for the passage of a portion of Sir Redvers Buller's force across the mountains into the Free State.

Gen. Roberts' conviction that his northward march would draw off the Boers from their entrenched positions at Thaba Nchu has been justified by their retreat northward and eastward. Gen. Rundle has occupied without sacrifice of life the impregnable line of high hills, which could only have been taken with heavy losses by a frontal attack.

The commander-in-chief has been strict in his examination of the farms, with the result of disclosing the fact that mostly every house is a miniature arsenal, Mauser and Martini rifles and abundant ammunition being found. If these had not been discovered the army would be leaving in its rear the material in men and arms for a dangerous movement among the inhabitants.

### New Oil Well in Pennsylvania.

The biggest oil well struck in Pennsylvania since the great Warren county find in 1882, has just been located at Gaines, on Pine creek, in Tioga county. This well spouts two thousand or more barrels every twenty-four hours, and the oil is so fine it brings a premium of fourteen cents a barrel. A group of storekeepers and farmers made the discovery and it has brought them great wealth. Gaines now has all the appearance of a Western boom town, as it is full of wealthy oil speculators, scientists, geological experts, gamblers, fakirs, and farmers.

### Important Discovery at Ephesus.

A report comes from Ephesus that an inscription has been found there containing the text of a letter written by King Abgarus, of Edessa, to Jesus and his answer. The king was afflicted with an incurable disease, and, as tradition relates it, wrote to Jesus, asking him to come and cure his ills. Jesus in his reply said he would send one of his disciples to cure him.

These letters were carved in stone over the gateway of the palace of the kings of Ephesus and date back to the fifth century. Prof. McGiffert, the leading Biblical scholar in this country, doubts the genuineness of the letters, but there are other scholars who think they are genuine.

### Colonies are Under the Constitution.

Judge Lochran has filed in the United States circuit court at St. Paul, Minn., his decision on the application of Rafael Ortiz, a Puerto Rican, to be released from the Minnesota state prison. Ortiz was convicted by a military

tribunal for the murder of a United States soldier and condemned to die. The sentence was commuted to life imprisonment.

The application for release was based on the claim that the military authorities had no jurisdiction in the case; that peace had been declared and that Ortiz should have had a civil trial. The decision places Puerto Rico and the other new possessions under the constitution.

#### Would Exclude the Japanese.

The labor organizations of New York are agitating for the amendment of the Chinese exclusion act so as to include the Japanese in its provisions. It is set forth that a multitude of laborers are flocking to these shores and crowding into occupations that are already overstocked, thus inflicting great hardships on American workmen; that a large number of these aliens are birds of passage and have no intention of becoming citizens. In addition to keeping Japanese out, an attempt will be made to keep out those who come here with no idea of becoming citizens of the United States.

#### Fighting in the Philippines.

It is now reported from Northern Luzon that Aguinaldo, who has been missing for some months, has again turned up and is collecting a force with which to fight the Americans during the rainy season. Gen. Young desires to strike the rebels before the rains, and asks for reinforcements.

Two rebel attacks on the American garrisons in the Visayan islands recently have resulted in the killing of 280 of the enemy, and the wounding of two Americans.

#### Educational Meetings.

May 24-29.—Eastern Art Teachers' Association at the Massachusetts Normal Art School, Boston, Pres., Solon P. Davis, Hartford, Conn.

June 19-20.—National Music Teachers' Association, at Des Moines, Iowa.

June 25-27.—Convocation, University of the state of New York, at Albany.

June 25-30.—American Association for the Advancement of Science, at New York city. Secretary, Charles Baskerville, Chapel Hill, N. C.

June.—North Carolina State Teachers' Association. Sec'y, C. H. Mebane, Raleigh.

June 26-30.—Georgia Teachers' Association at Cumberland island. President, Carleton B. Gibson, Columbus, Ga., secretary, G. C. Bond, Athens, Ga.

June 27-29.—Arkansas State Teachers' Association, at Pine Bluff. Sec'y, D. L. Paisley, Conway, Ark.

July 7-13.—National Educational Association, at Charleston, S. C. Sec'y, Irwin Shepard, Winona, Minn.

July 2 (probably).—West Virginia State Teachers' Association, at Parkersburg. Sec'y, A. J. Wilkerson, Grafton.

July 3-5.—Pennsylvania State Teachers' Association at Wilamspport. Sec'y, J. P. McCasky, Lancaster, Pa.

July 7-11.—American Institute of Instruction, at Halifax, N. S.—Sec'y, E. H. Whitehill, Bridgewater, Mass.

July 24-27.—Tennessee State Teachers' Association, at Monteagle. Sec'y, R. L. McDonald, Union City.

July (usually second week).—Maryland State Teachers' Association (place not yet fixed by executive committee). Sec'y, S. W. Wilkerson, 1712 W. Lombard street, Baltimore.

Oct. 26-27.—New Hampshire State Teachers' Association (place not yet fixed). Pres., S. W. Robertson, Woodville.

October.—Vermont State Teachers' Association, at Rutland (probably). Sec'y, Prin. W. D. Parsons, Woodstock.

Dec. 26-29.—California State Teachers' Association, at San Francisco. Sec'y, Mrs. M. M. Fitzgerald, San Francisco of School Dept.

December.—Nebraska State Teachers' Association, at Lincoln. Sec'y, Miss Lucy Williams, Norfolk, Neb.

December.—Kentucky State Teachers' Association, at Louisville. Pres. J. M. N. Downes, Newport, Ky.

## Letters.

### Rodney Blentworth Kimball.

Having seen in the last issue of THE SCHOOL JOURNAL a brief announcement of the death of Rodney Blentworth Kimball, professor of applied mathematics in the Brooklyn Polytechnic, I feel that a few additional words concerning this remarkable teacher would be appreciated by many of his friends.

Dr. Kimball was perhaps more identified with the Polytechnic than any other man on the faculty. Certainly no one else connected with the institution has so deeply influenced his pupils and his colleagues. Other places in the faculty could easily be filled; it will be long before anyone is found who can replace him.

As a disciplinarian Professor Kimball was firm and rigid, regarding order and obedience not merely as a means but as an end. He considered the formation of the habits of life as of more importance than the acquisition of knowledge. He sought to teach respect for authority; prompt and implicit obedience, as the highest aim of the school.

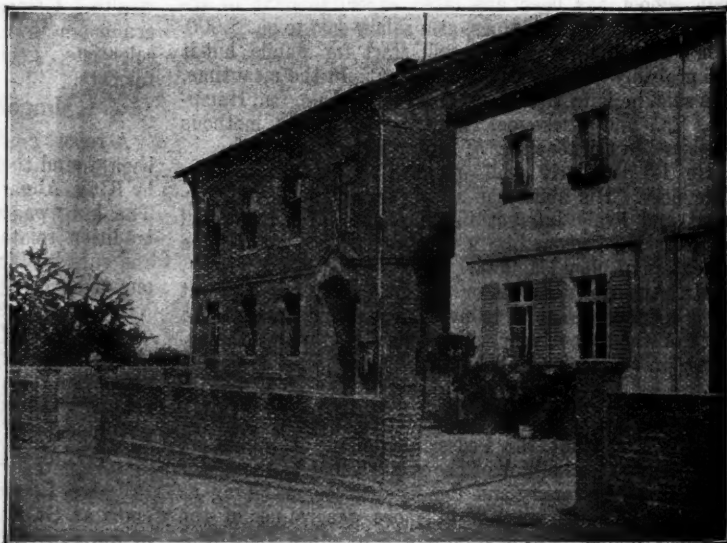
His methods of instruction secured admirable results, and the young men trained by him are sought for by the leading civil engineers of the country. In the class-room he rarely answered a question with an explanation. Rather he would reply with a question calling up a simple principle upon which the answer depended. The answer would be followed by a second question evolving the next step, and after a few such questions the enquirer would reply: "Oh, I see!" In this application of the Socratic method Prof. Kimball was remarkably skilful and much of his success in teaching was due to this fact. In field work his classes were held to the greatest possible exactness and the measurements of different sections were repeated until brought to a margin of error so small as to seem to most teachers impossible. Instructors from other institutions not infrequently followed his classes into the field to study his methods of work.

Prof. Kimball was impulsive in judgment, and, requiring the promptest compliance with orders, he sometimes condemned the wrong person. When he recognized his error, however, his apology was so full and hearty that he rose higher than ever in the esteem of his class. It was commonly said of him that he turned out good engineers and good men.

Brooklyn.

D. H. COCHRAN,  
Ex-President of the Polytechnic.

"Ill weeds grow apace." Impurities in your blood will also grow unless you promptly expel them by taking Hood's Sarsaparilla.



Alfter Common School. The school on the left, the principal's residence on the right.



## The Educational Outlook.

### School Gardens in Germany.

An interesting circular has been issued by the U. S. Department of Agriculture, the title being "A German Common School with a Garden," by C. B. Smith, of the office of the Experiment Station.

Most of the common schools in the smaller villages of Germany, says the writer, have attached to them a small garden. This is intended primarily for the use of a teacher who is thence supplied with fresh vegetables and fruits. The teacher, however, sometimes uses it as a means of instruction. It permits the pupils to watch the growth of plants, the habits of insects, etc., and of causing them to work among the vines, trees, and flowers, their instructor can instill into them a far more permanent and practical knowledge of gardening, horticulture, and fruit culture than could be obtained from books alone.

A school of this sort, located at Alfiter, a village of some 2,000 inhabitants, in the German Rhine province, between Bonn and Cologne, was visited by the author in 1899. The Alfiter school is what is known as a "people's school," like our common school. Only the fundamental branches are taught, and the whole course is completed in eight years. It contains 400 pupils and six teachers. Here, as in all others of this province, two hours' instruction weekly in fruit culture, gardening, and general farming during the last two years of the course is required.

A comprehensive schedule of agricultural instruction is supplied to school principals by the provincial government, but it is intended simply to be suggestive, the teacher being expected to exercise his discretion as to a knowledge of what subjects will be most beneficial to the children of his district. Alfiter, for instance, being in the midst of a gardening region, the aim is to turn out the children expert practical gardeners. The present principal is laying especial emphasis on fruit culture and has planted his garden largely with fruits. The garden contains about half an acre. Dwarf fruit trees or flowers border the paths about the garden. A nursery grown from seeds planted by the pupils and afterwards grafted or budded and pruned occupies a prominent place. Currants, gooseberries, and small fruit and vegetables occupy every foot of available space, and a few beehives are located on one side.

The whole work of spading the soil, planting, seeding, cultivating, pruning, and harvesting is done by the boys of the upper grades working two hours a week at the proper seasons. By being intensively farmers the garden is made a source of revenue. The same soil is utilized for two or three crops during the growing season and the produce sold. This serves the further object of giving the pupils an opportunity to learn what crops best form a succession with each other during the season and also gives them a little practice in putting up goods for the market.

The protection of plants against insects is emphasized. Each morning the principal walks thru the garden before school. Should he discover a harmful insect or disease, a specimen is immediately taken to the school-room, and the nature and waste of the injurious insect shown to the pupils and discussed. This enemy is especially hunted for during the following work here, and the children are asked to search the garden at home for similar phenomena. Occasionally the bees are made the subject of a special lesson in agriculture. One morning a hive swarmed and flew by the school window,

alighting on a small tree. The school was taken to observe it. The queen was found and placed in the hive, and workers were gathered and placed with her and a new colony formed.

The principal of the school of Alfiter is the local vineyard inspector and a member of the Bonn Horticultural Association, so that he is able to keep in touch with the progress of horticulture. He has been a teacher in the village school for thirty-two years and has taught horticulture from the first. Whether it be thru his influence or not, it is a fact that the land around the village shows exceptional skill and intelligence in its cultivation.

### Teachers at the Paris Exposition.

By the cordial and harmonious co-operation of French and American educators, as well as the government officials of the two republics, American teachers and students are enabled to visit the Paris exposition under peculiarly favorable circumstances and at exceptionally low cost. The medium thru which this can be accomplished is the "American Federation of Teachers and Students," a national organization incorporated for the above-mentioned purpose, but not in any way a money making institution. The American Federation has offices in the Board of Education building, Park avenue and 59th street, New York city. The names of its officers should be a sufficient guaranty of the honesty of its aims. They are:

Honorary officers—His Excellency Jules Cambon, ambassador of France to the United States, president for France; Hon. Ferdinand W. Peck, commissioner general to the Paris exposition, president for the United States.

New York committee—Asst. Supt. Albert Prescott Marble, New York city chairman; Dr. Wm. L. Ettinger, president of New York City Teachers' Association, vice-chairman; Dr. Magnus Gross, New York city financial secretary and chairman of the teachers' interest committee; Dr. Henry J. La Mare, New York city secretary and manager.

The idea originated on the French side. The French have long been casting envious eyes on the streams of American students which yearly flow into Heidelberg, Munich, and other German universities. "How is it," they reasoned with themselves, "that no Americans ever come to Paris to study? Our universities and schools are equal to any, and a knowledge of the French language is at least as desirable as a knowledge of German."

Proceeding on these lines, they arrived at the very natural conclusion that the absence of American students from France was not due to any racial antipathy, but simply to the fact that while in the United States Heidelberg, Munich, etc., are household words, the very existence of a university in Paris is unknown to the majority of Americans. To them Paris is a city for play, not for study, except, perhaps, in art.

The exposition offered an unrivaled opportunity for the removal of these stumbling blocks, an opportunity which the French educational community has been quick to see and grasp. The American Federation has been the result of correspondence between educators on both sides of the Atlantic, and while those primarily benefited will be Americans, it depends to a great degree on the support of Parisians interested in the advancement of learning.

The Federation offers an eight-weeks' trip from New York to Paris, nearly six weeks of it in Europe; new express mail steamer accommodation, three meals a day arranged so as to enable members to take their meals wherever they happen to be; free admission to the exposition; rides thru Paris; boat rides on the Seine; trips to the national palaces of France; entertainments, receptions, and lectures while in Paris by leading Parisian and American painters, sculptors, authors, actors, and public men—all this for what the transportation companies charge for passage alone.

The cost will be from \$225 to \$300, according to the cabin on the ships and the accommodations in Paris. This offer is open to any member of the Federation, which any one can join who is engaged in study or teaching, upon payment of a membership fee of \$1.00.

Among the great advantages accruing to persons who make the trip in this manner will be that they will from the outset be thrown with persons who are interested in the same lines of work as they themselves. Instead of being cramped up in a little room in the top of a hotel they will live in private houses, the homes of French educators with whom arrangements have been made, and the host of a scientist will be, if possible, a scientist, of a linguist a linguist, a music student one of like interests, and so on. Again, they will be accompanied and guided by teachers and students speaking pure French and not by polyglot professional guides. Finally, the Federation will ensure protection from unscrupulous tourist agencies and dishonest tradesmen, and will afford safety and comfort to ladies traveling alone. To this end all members are advised to address the officers of the Federation for all information they require.



Alfiter Common School. Pupils pruning trees and doing other work in the school garden under the direction of the principal.

In addition to the Paris trip side trips thru Great Britain, Germany, France, Austria, Switzerland, Holland, Belgium, Italy, and Spain, personally conducted by the officers of the Federation or by affiliated members throughout Europe, under the patronage of the United States diplomatic representatives in Europe, are being arranged at an extremely low cost, and in some cases no additional cost at all, save board and lodging in various cities in Europe.

### Rates to Halifax.

BOSTON, MASS.—Special transportation rates from Boston to Halifax for the meeting of the American teachers institute vary from \$10 to \$18 according to route. The lowest is to Yarmouth, by steamer, and then by sail to Halifax. For \$12 one can go by the same route and return by the all-sea route or *vice versa*. All-sea route both ways is \$10, and all rail \$18.

Hotel rates vary from \$1.25 to \$3.00 a day. The leading hotels are the Halifax, Queen, and New Victoria. These will be the head quarters of the institute. Persons wishing to go into private houses may address M. A. McKay, superintendent of schools, Halifax, N. S. A number of extensive side trips thru Nova Scotia and the provinces at very low rates have also been arranged.

The meetings begin Saturday evening, July 7, and close the following Wednesday noon. Return tickets will be good up to July 31.

### Classes for Backward Children.

PHILADELPHIA, PA.—The board of education has adopted Supt. Brooks' plan of ungraded classes for backward children, the teacher to be selected from among those holding a special certificate of the board. Dr. Brooks' report says that in many of the larger schools there are children who are careless in their habits, difficult to govern, and generally unfit to associate with their more normal comrades. With special treatment under teachers who have a gift for the management of dull or vicious children, most of these can be saved from incorrigibility.

### Mr. O'Rourke's Building Lot.

PHILADELPHIA, PA.—The board of education is standing out against the purchase for school purposes of a lot of land owned by Mr. Michael O'Rourke. A council committee chose the land and then, when the board refused to confirm the selection, cited the board in the common pleas court to explain its refusal. The reasons assigned are as follows: "The lot is so close to the connecting railroad, and its surroundings are of such a character that the respondents do not consider it fit for school purpose. The price, \$25,000, was too high to justify the board in selecting it, as more desirable pieces of ground in that locality and of about the same size were offered to the board from prices ranging from \$15,000 to \$20,000."

It is probable that Mr. O'Rourke's lot will not be purchased.

### Philadelphia Extends City Scholarship.

It is possible that the scholarships purchased by the city thru the special annual appropriation for this purpose, will be extended to other higher institutions of learning than the University of Pennsylvania, Bryn Mawr college, and Philadelphia medical college. Many believe that it would be a good thing to have Philadelphia high school graduates distributed thru a number of universities and colleges instead of confined to one or two. The board of education has opposed the extension, altho many recipients, including normal school graduates, have expressed their desire to enter either Cornell, Wellesley, Smith, Michigan, or other university or college outside Philadelphia. In making the appropriation for scholarships, city councils place no restrictions thereon.

This year \$7,500 is appropriated. Next year it will be \$10,000, which it is understood shall be the maximum, and which will permit of about twenty-seven or twenty-eight scholarships being awarded each year.

### Children's Savings.

LONG ISLAND CITY.—Among the novel and suggestive items of the American school exhibit at the Paris Exposition will be two separate tables of statistics of children's savings institutions. The first table will be labeled "Schools Savings Banks in America, Statistics of Operations to January 1, 1900." In the column of "Remarks" under the heading "Recapitulation" is found the following:

"The school savings bank system which was introduced in one school of Long Island City, N. Y., in 1885, is now found, Jan. 1, 1900, in ninety-seven cities of fifteen states, and, out of a register of 179,630 pupils in attendance in these schools, 52,604 have saved the sum of \$806,015.97, of which \$525,209.27 has been withdrawn, leaving a balance of \$280,806.20 due depositors."

The second table is marked "Statistical table of the Provident Fund of New York and other Juvenile Savings Institutions of the same nature in the U. S. to Jan. 1, 1899." Here it is shown that seventy-five cities in twenty states have adopted the savings stamp system in boys' clubs, church societies, industrial schools, boys' homes, etc., and that 58,416 children in

these institutions have saved \$480,272.61, of which \$38,399.88 are due depositors January 31, 1899.

Thus adding the two together it appears that the sum of \$1,286,288.58 has been collected, \$967,082.50 withdrawn, and that \$319,206.05 remains due to the young depositors.

### School Visitors' Day.

FORT SMITH, ARK.—In response to the general invitation issued by Supt. J. L. Holloway, a large number of parents and persons interested in educational matters visited the public schools on Thursday, May 3, which had been set apart as Visitors' day. No special program of exercises was arranged, as it was the desire of the school board that the visitors should see the school at work and not on dress parade. Specimens of pupils' work prepared at various times during the year were seen in nearly all grades.

### Kindergartens for Baltimore.

BALTIMORE, MD.—It is expected that at no distant date Baltimore will follow the example of almost all the other important cities of the United States and introduce the kindergarten into its public school system. The matter is under discussion by the school board, and it is said that Dr. D. C. Gilman is in favor of it. Miss Susan E. Blow, of St. Louis, who is at present in this city delivering a course of lectures at the training school of the Baltimore Kindergarten Association, speaks strongly in favor of the project. Miss Blow is one of the best known authorities on the kindergarten movement in America and one of the pioneers in the kindergarten movement. She was connected with the first kindergarten established in connection with the public schools in this country. This was opened in St. Louis in 1872 as an experiment in educational methods by Dr. William T. Harris, who was at that time superintendent of the St. Louis schools.

"Public kindergartens," says Miss Blow, "are supported by 189 cities of 8,000 inhabitants or over, in twenty-nine states of the Union. Counting both public and private kindergartens, New York is said to have 600. Philadelphia, which has 201 public kindergartens, leads in numbers all of the cities in the Union. St. Louis has 115 kindergartens, Boston sixty-seven, and Chicago sixty-three. In 1873 the number of kindergartens in the United States was forty-two, and the number of pupils 1,252. The latest report of the commissioner of education states the number of public and private kindergartens to be 4,364 and the number of kindergarten pupils to be 189,604."

Miss Blow has recently completed a monograph on "Kindergarten Education in the United States" for the educational exhibit at the Paris exhibition. In its preparation she made inquiries of teachers throughout the country as to the effect of kindergarten training. Out of 102 letters received from Boston but one disapproved of the system. Criticisms were made by twenty-four, the most frequent being that kindergarten children are talkative and not easily amenable to school discipline; while at the same time admitting that children trained in the kindergarten showed increased power of observation and linguistic expression, greater manual skill and more general ability than the children who had not had such training.

In answer to the question, "What, if anything, have you observed as to the characteristics of kindergarten children as compared with other children?" Some of the writers mentioned as specific gains, clearer ideas of number, form, and color, greater knowledge of and interest in nature, improved singing, better expression in reading, improved articulation and greater manual skill. On the strength of these reports Miss Blow summarized the intellectual gains from the kindergarten as greater general activity of mind, greater power of concentration, greater logical power, more imagination, visibly increased originality and creative power. Of their moral characteristics it was said that kindergarten children are neater, cleaner, more orderly, industrious, and persevering, as a rule, than other children; that they are less self-conscious, and that they have a well-developed conception of the rights of others.

Miss Blow also quotes Miss Louise Arnold, supervisor of the Boston primary schools, as stating that often kindergarten-trained children have completed the primary course in two years instead of the regular three; a fact which together with others goes to show that the child trained in the kindergarten advances more rapidly than another.

### Recent Deaths.

#### Prof. Thrasher.

INDIANAPOLIS, IND.—Prof. William M. Thrasher, head of the department of mathematics at the Northwestern Christian university and Butler college, died recently at Berkeley, Cal. He had occupied the position for forty years.

#### Dr. Everett Dead.

Erastus Everett, LL.D., formerly a professor in Rutgers female college, and president of the College of New Orleans, died May 7, in Brooklyn, in his eighty-seventh year. He was born at Princeton, Mass., and was a descendant of Richard Everett who emigrated from England in 1632. He was a graduate of Dartmouth college whence he received his degree of LL.D. in 1876. He lectured extensively and also engaged in literary work. His "System of Versification" was widely known.



## New England Notes.

The annual conference of the Eastern Public Education Association, which met at Brookline, Mass., on April 28, found the report of the work done in the various associations the most interesting topic. Newark reports that six playgrounds have been leased for two years. Boston reports a general movement towards providing sand for children to play in, and enlarged playgrounds. Baltimore reports greater care for the health of children. Other reports might be cited, but they all showed an increased interest in the sports of children. Certainly play is as essential as study or work to the proper development of the growing child. Prof. Edward Cummings, of Harvard, closed the proceedings with a lecture on ideals in education. He holds that the body must be educated and made to co-operate with the mind in developing individual character.

### High and Classical Teachers.

The thirty-third annual meeting of the High and Classical Teachers' Association was held in the Cambridge high school on April 28, with Dr. Wm. Gallagher, of Thayer academy, Braintree, as president. An interesting program was arranged of which the most important papers were, "Relief for the Crowded Curriculum," and "The Open Door in the High School Curriculum."

The general feeling expressed by the teachers was that too much is now being attempted in the time now at the disposal of the teachers, so that much of the work becomes superficial, while the pupils are at the same time overstrained. Pres. Eliot seemed to question the fact of the crowding, but he thought that the proper way to find relief is to secure more satisfactory results in the grammar schools.

The question of full freedom of election in the high school was felt to be of great importance. The primary element is the ability of the pupil to determine a wise selection. It implies a clearer purpose in securing the education than any of the pupils show upon entrance, while many of them fail to acquire steadfastness of purpose even by the end of the course. The question of what is wise in secondary education seems far from settlement as yet.

### In Memory of Dr. Dunton.

An interesting meeting was held on April 28 at the Boston Normal school, when a great company of former pupils and associates joined in doing honor to the memory of the late head master, Dr. Larkin Dunton. His successor, Head Master Wallace C. Boyden, presided and opened the meeting by reading an extended history of the normal school from its opening, twenty-seven years ago, to the present year, during all of which time Dr. Dunton was the head. Mr. Boyden added: "This school was his life work and it stands a fitting monument to that work. Dr. Dunton stood as a leading figure in this school and in the school life of the city."

Supt. Seaver spoke of the lasting work which Dr. Dunton did for education in the broad character which he insisted should be the possession of the teacher. He added, "I can speak of only two of his great qualities: his steadfastness and sincerity. When he had taken his course, no ordinary argument could swerve him from it. Opinions with him were serious matters. New opinions must present proper credentials of worth. He stood by the old while examining the new. No theory, however plausible, could cause him to brush aside the accumulation of a century. I bear testimony to his unsullied quality of friendship and his noble sincerity as a man."

Others followed in a similar strain, and the most interesting feature of the whole was the expression of gratitude on the part of pupils for the assistance which Dr. Dunton had given them personally. Such tributes are the teacher's highest reward, and it is well that they should be paid after a noble educator has gone, but far better is it when they can be given to him before his life closes.

### To Entertain Cuban Teachers.

CAMBRIDGE, MASS.—The following circular has been issued by the officials of Harvard university to Cambridge householders:

"It is expected that 1,450 Cuban teachers will be receiving instruction in Harvard university for six weeks this summer, beginning July 3 or thereabouts, at least three-fifth of whom will be women. It is proposed to lodge the women in private houses within easy reach of Harvard square, not more than two persons in a room and each person to have a separate bed. Each person is to be supplied with everything necessary for comfortable lodging, and with coffee or chocolate and rolls every morning. (Luncheon and dinner will be provided every day in Memorial Hall.) Houses in which there are to be no male boarders will be preferred.

"For the accommodations, a weekly price to be agreed upon in each case will be paid by the university for each person, except as rooms may be offered gratuitously. No charges whatever are to be paid by the teachers themselves. Medical attendance will be promptly furnished from the university office, if any be necessary. Hospitality on the part of Cambridge householders toward these Cuban women will, in the judgment of the president and fellows, materially promote the success of the whole undertaking, which is essentially an effort to render some direct service to the people of Cuba thru their new schools.

"Very few of the Cuban teachers will understand English on their arrival, and most of them will never have been away from home. They will, therefore, need much friendly guidance and sympathy, which cannot possibly be paid for."



PROF. JOHN BACH MCMASTER, University of Pennsylvania, The fifth volume of whose famous "History of the People of the United States" has just come from the press of D. Appleton & Company, New York, Chicago, Boston, London.

## Chicago and Vicinity.

CHICAGO, ILL.—The commission on school text-books has been informed by a committee of publishers with whom it consulted that the cost to the school board of publishing text-books for the city schools would be far greater than the expense of buying them in the usual manner. The commission was not surprised at the advice, which it will not necessarily follow.

Dr. E. Benjamin Andrews, ex-superintendent of schools, sailed for Germany last Wednesday where he will spend the summer. In his last bulletin to the teachers of the city he warned them against sectarian songs. Supt. Andrews' term does not actually expire until the beginning of June. In the meantime the position will be temporarily occupied by Superintendent Delano.

### Chicago Wants Telephones.

CHICAGO, ILL.—A movement for telephonic connection between the central board of education and each school building has been started in this city. This is right in line with the article on telephones in THE SCHOOL JOURNAL of April 7. The innovation is backed by Pres. Harris, of the board of education; Supt. Andrews; the district superintendents; Business Manager John A. Guilford, and Chief Engineer Waters.

The arguments in its favor are substantially those given by the various superintendents to THE JOURNAL. It is stated that the telephones used save considerable money and a large amount of time. The principals are eager for it and believe that it will be most valuable in cases of emergency.

### Miss Courtwright's Summer School.

CHICAGO, ILL.—Owing to the exertion of Miss. N. A. Courtwright whose letter to *Intelligence* was quoted in the SCHOOL JOURNAL of April 28, the pupils of the Jones school, coming mostly from the poorest and most crowded portion of the city, will have opportunity this summer to study nature in the country. By a series of school entertainments, Miss Courtwright has raised a considerable sum of money. This has enabled her to rent a tract of land at Lingwood, Ill. There she will start a summer school where the children will learn gardening, planting, etc., and watch the result. The summer school will not be opened until the end of the regular school year, but in the meantime Miss. Courtwright is taking out the children in batches to plant seeds, and bringing them back the same day.

### Illinois Teachers' Association.

AURORA, ILL.—The meeting of the northern Illinois teachers' Association brought out a large attendance. The principal subjects of discussion were "The Place and Value of Commercial Branches," and "The Relation of Manual Training to School Work in General." Good talks were given by Mr. J. Liberty Tadd, of Philadelphia; Mr. Robert M. Smith, supervisor of manual training, Chicago; Mr. Charles A. Bennett, of the Bradley Polytechnic institute, Peoria; Dr. Ira M. Carley, of the Chicago normal school, and M. F. A. Manny, of the Oshkosh normal school.

## Interesting Notes from Everywhere.

Tolstoi, the Russian novelist and philanthropist, is to be invited by President Harper, of the University of Chicago, while on his trip abroad, to come to Chicago as the guest of the university.

DULUTH, MINN.—The board of education has decided that after teachers have been in the service of the city for five years, their employment becomes permanent and they shall be removed for cause only.

KANSAS CITY, MO.—A variation of the method of teaching drawing employed in the classes held at the Jefferson, Yeager, and Irving schools has been introduced by Miss J. S. Ankeney. It consists in the adoption of mass work in ink in place of the pen. The next variation will be the use of different tones in ink.

LOS ANGELES, CAL.—A new rule has been made which requires all employees of the board to pay their just debts on pain of dismissal.

A novel plan of education has been adopted in Copenhagen, Denmark. No books are used, but the boys are instructed orally, when at the same time they perform some light manual work.

HARTFORD, CONN.—The presidency of Marietta college, Marietta, O., has been offered to the Rev. Alfred T. Perry, professor of bibliography, instructor in church polity, and librarian of the Hartford Theological seminary.

MOUNTAIN GROVE, MO.—The school board has elected the following teachers: Mr. W. H. Lynch, re-elected, principal W. T. Dodson, C. A. Stephens, Miss Myrtle Quick, and Miss Mary Steger, assistants. Miss Amanda McCarty of Manhattan, Kan., has been made principal of the music department.

MONTREAL.—A large addition is to be made to the Peter Redpath library building. It will cost about \$60,000, and have a capacity of over 300,000 volumes.

Mr. James M. Barrie, the novelist, is a candidate for membership in the English house of commons from Edinburgh and St. Andrews universities.

PITTSBURG, PA.—Dr. W. J. Holland, director of the Carnegie museum and chancellor of Western university, may have to resign the latter position, as he has been requested by the trustees of the Carnegie institute to devote his entire time to the management of the growing departments of that institution.

The last number of the *Georgian and New Era*, the official organ of the Women's Federated clubs of Georgia, contains an article by Mr. Otley, chairman of the industrial committee of the federation upon the educational and social benefits as conferred on the employees of the Eagle and Phoenix mills, by the Eagle and Phoenix club. This is an organization started by the firm after the example of the National Cash Register Co., of Dayton, O., for the improvement of the condition of its employees.

The new departments in *St. Nicholas Magazine*, "Nature and Science for Young Folks," and "The St. Nicholas League," have been the most successful features *St. Nicholas* has undertaken for many years. Several of the early numbers of the present year containing the first installments of these departments went entirely out of print. Mr. Edward F. Bigelow, who edits the Nature and Science department, is well known to teachers in New York and vicinity, where his lectures are a frequent feature of school work.

Of the three fellowships for the year 1900-1901, two in Roman archæology, and one in Christian archæology, which were offered for competition to all graduates of American colleges by the American school of classical studies in Rome, two have just been awarded to members of the graduate school in the University of Michigan—the fellowship in Christian archæology to Charles R. Morey, of Charlotte, Mich., A. B., 1899, and one of the others to George H. Allen of Grand Rapids, Mich., A. M., 1899.

The *Philadelphia Teacher* for April appears in a new dress. It comes out in a neat brown wrapper, and its appearance is altogether more ambitious—and expensive. Commenting upon this last consideration, the new editor and manager, Mr. Enoch W. Pearson, says that it had long been the desire of the publishers to effect the change, but hitherto the receipts, had not warranted the expense. He goes on to say that they do not warrant it now, but he has faith in the Philadelphia teachers to support his undertaking. It is to be hoped that Mr. Pearson's candid appeal will meet with success. It deserves it, for the *Teacher* is an altogether excellent and readable publication.

ST. LOUIS, MO.—Miss Catherine Shattuck, head of the normal art department of Pratt institute, Brooklyn, who is making a tour of inspection of public school work thru the Western cities, is at present in this city. She says that the progress made here during the last few years is remarkable. In the Irving school she found a set of specimens in color drawings which pleases her so well that she will take them with her to Brooklyn as models for her classes.

BOSTON, MASS.—The following have been named officers of the Boston Latin School Association: Rev. Edward Everett Hale, Rev. Henry F. Jenks, Dr. Moses Merrill, Mr. Thomas Tileston Baldwin, Mr. Joseph P. Warren, Prof. Henry W. Hayes, Dr. Charles M. Green, Messrs. William Boyd Allen, G. H. Norcross, and Herbert Copeland; Mr. George R. Nutter, who for seven years served as secretary of the association, resigned.

State Supt. J. W. Abercrombie, of Alabama, has been nominated for re-election.

The bishop of Chester, England, suggests that tablets be set up in the schools of England, on which to inscribe the names of students who win distinction on battlefields.

## In and Around New York City.

The next regular meeting will be held at the "St. Denis," corner Broadway and Eleventh street, on Saturday evening, May 12. The dinner hour is 6 P. M. The address will be given by Mr. Walter H. Page, formerly editor of the *Atlantic Monthly*. Subject, "The Right Use of Speech in a Democracy."

Arrangements are being made by the Brooklyn institute for a special excursion to observe the total eclipse of the sun on May 28. The place of observation is Rocky Mount in eastern North Carolina, 116 miles west of Norfolk, Va. Persons interested in astronomy are invited to join the expedition. The preliminary arrangements are in charge of Mr. B. G. Way, 588 Halsey street, Brooklyn.

The graduating exercises of the department of pedagogy will be held at the Metropolitan Opera House June 7 in connection with the annual university commencement of the other graduate and professional schools of New York university.

The regular monthly meeting of the Kraus Alumni Kindergarten Association was held at the Hotel San Remo, April 28.

The principal speaker was Miss Elizabeth Curtiss, whose subject was "Voice Cultivation in Speaking and Singing." Miss Curtiss said that her method of teaching differed from the old methods in that she begins from about G, above the staff and goes down, whereas the usual way is to begin low and work up.

As a reason for her system, Miss Curtiss said that the child's speaking voice is higher than that of the woman. A point on which she laid emphasis is the importance of not cramping the throat and causing the sound to be forced thru the nose. She always begins with breathing exercises—the H-a-ha method—making each note a breathy one, and after a short time all harshness is eliminated. Children should be taught to read their lessons in high breathy tones, and with the relaxed throat. Miss Curtiss concluded her discourse with a brief account of the Society for the Improvement of the American Voice, of which she is the head.



From "St. Nicholas," January, 1900.

Nature Study Out-of-Doors.



## Notes of New Books.

*Elements of Differential and Integral Calculus*, by J. W. A. Young, of the University of Chicago, and C. E. Linebarger, of Lake View high school. This book treats of the subject somewhat exhaustively. It aims to give the student of mathematics a general survey of the field of calculus and analytic geometry; to round out the mathematical study of the general student as a means of liberal culture; and to give the student of natural sciences sufficient acquaintance with the calculus to enable him to understand development in his own domain. The authors act on a suggestion of Herbart's, that "mathematics is uninteresting to five-sixths of pupils, unless it is brought into direct connection with the applications." This is clearly illustrated by applications to chemistry, showing how senseless it is to spend time and strength explaining what a single equation or a sign of differentiation or integration makes perfectly clear to one who has a knowledge of the calculus. The authors have followed closely the lines of a recent German work by Profs. Nernst and Schonflies, much of it being direct translation. (D. Appleton & Company, New York. Price, \$2.20.)

E. W. TAPLEY.

*School Sanitation and Decoration* is "a practical study of health and beauty in their relations to the public schools." The fact that it was written by Severance Burrage, professor of sanitary engineering in Perdue university, and Henry Turner Bailey, state supervisor of drawing for Massachusetts, is sufficient guarantee of its value. The first part of the book treats of the location of schools, the construction and requirements of school buildings, principles of ventilating, heating, and lighting, sanitary problems of the school-house, school furniture and the school-room. With chapter VII, the subject of decoration is taken up, examples being given to show the difference between good and bad decoration. Suggestions are given as to pictures, casts, and other decorations appropriate for the school-room, the proper arrangement of pupils, and ways in which the beauty of the surroundings may add to success in the school-work itself. The book is finely illustrated and is in all respects most practical as a guide to either teachers or boards of education. (D. C. Heath & Co., Boston, New York, and Chicago. Price, \$1.50.)

*Great American Educators*, in the Four Great Americans series, is a book that will be eagerly welcomed by teachers and all others interested in education. Surely no others in our history deserve more honor than those who have helped to bring our common school system up to its present position. The volume contains the life stories, with portraits, of Horace Mann, Mary Lyon, David P. Page, Henry Barnard, Edward A. Sheldon, James P. Wickersham, Newton Bateman, and John D. Philbrick, who represent the growth of popular education in this country. In addition to these this volume contains life sketches of some of the great founders and benefactors of American Colleges:—John Harvard, Elihu Yale, E. A. P. Barnard, Mark Hopkins, Charles G. Finney, besides chapters on "American Education," showing the beginning, rise, and growth especially of the public schools of America. The volume is by Dr. A. E. Winship, editor of *The New England Journal of Education*, who is especially fitted to prepare a work of great value on this important subject. (Werner School Book Company, Chicago, New York, Boston.)

*The Practical Speller*, by William C. Jacobs, Ph. D., assistant superintendent of schools, Philadelphia, is designed to present as nearly as possible, in the natural order of acquisition, the words required in the work of the grammar and high school, and to lead the pupil to a clear understanding of the common usage of capital letters and of punctuation marks. Proceeding on this principle *The Practical Speller* has embodied the words contained in a number of representative text-books, and also such additional words as may not come within the scope of the subjects treated in these books. One of the best features of the book is the excellent classification of words. (Ginn & Company, Boston.)

*A Practical Course in Mechanical Drawing*, by William Fox, M. E., assistant professor of applied mathematics, College of the City of New York, and Charles W. Thomas, M. E. instructor in descriptive geometry and drawing, College of the City of New York. The object of this work is to provide a simple, practical course of progressive lessons in mechanical drawing. All instructions are given in connection with a special, concrete exercise. The course in this volume is well adapted to the needs of high schools, schools of apprentices, and young mechanics. (D. Van Nostrand Company, New York. Price, \$1.25.)

An excellent brief biography of *Salmon Portland Chase* has been contributed to the American Statesmen series, by Albert Bushnell Hart. The subject of this biography is an exponent of the Western political anti-slavery movement and a great figure during the Civil war. In this book very little is said of Mr. Chase's private life, and comparatively little about his long, eventful, and varied public career; he is presented as the central figure in three episodes which are of great historical importance—the Western political anti-slavery movement, the financial measures of the Civil war, and the process of judicial reconstruction. (Houghton, Mifflin & Company. Price, \$1.25.)

If young people do not acquire a taste for high class literature, the publishers will not be at fault, as many permanent series of classics are now being sent out. Among these are the books of the Eclectic School Readings, which are carefully prepared by able editors, handsomely printed and substantially bound. One of these volumes is Sir Walter Scott's *Quentin Durward*, edited with an introduction by Mary Harriott Norris. This novel shows, with admirable clearness, the rising power of the people in the latter half of the fifteenth century. Another book of the series is Dickens' *Tale of Two Cities*, edited by Ella Boyce Kirk. This story describes that terrible uprising against the aristocracy known as the French revolution. (American Book Company.)

*Commercial and Industrial Bookkeeping*, an educational method for teaching the principles and laws of accounts, as derived from the established customs, practices and usages of business, and the most progressive and labor-saving systems of bookkeeping as practiced in our lines of commerce and industry; by H. M. Rowe, Ph.D. All the business papers, documents, and vouchers required in the transaction of business are used. The book is specially designed for the use of high schools, commercial departments, and bookkeeping classes in public schools. This book differs from most text-books, inasmuch as it presents the principles and laws of accounts as facts and not as theories. (Sadler-Rowe Company, Baltimore.)

*Old Norse Stories*, by Sarah Powers Bradish. In this book the author has given the language adapted to the comprehension of the tales in regard to the deities in which our Northern forefathers believed. Most of these stories show what our ancestors thought of the common phenomena of nature—day and night, summer and winter, storms and sunshine, life and death. They also give an idea of the manners of a semi-barbarous people, and of their ways of living, both in times of peace and in times of war. The originals of these stories are found in the Norse Eddas. (American Book Company, New York. Price, 45 cents.)

*The Beacon Biographies* is a series of little books, designed to furnish brief, readable, and authentic accounts of the lives of those Americans whose personalities have impressed themselves most deeply on the character and history of the country. Everything that the busy man or woman would like to know of the careers of these famous persons is given by writers of special competence, who possess, in full measure, the best contemporary point of view. Each volume is equipped with a frontispiece portrait, a calendar of important dates, and a brief bibliography for further reading. The type, printing, and binding are of excellent quality, and the books are small enough to be carried easily in the pocket. Among these volumes are the following: *David G. Farragut*, by James Barnes; *J. R. Lowell*, by Edward E. Hale, Jr.; *Robert E. Lee*, by W. P. Trent; *Frederick Douglass*, by Charles W. Chesnut; and *Phillips Brooks*, by M. A. De Wolfe Howe. (Small, Maynard & Company, Boston. Price, per volume, 75 cents.)

*The Pocket Compendium* is a little book of information in regard to New York city intended primarily for the use of policemen, but also of great value to all city officers and citizens. It gives the location of police stations, the boundaries of precincts, a digest of the laws and ordinances, the courts and where located, the city and county officers, places of amusement, railroads and ferries, hospitals, objects of interest, office buildings, etc. The information is well arranged, well indexed, and accurate. If a list of churches were added the value of the book would be increased. (T. de T. Truax & Son, 123 Liberty street, Manhattan, N. Y. City.)

*The One Stitch Dropped: Doll Dressing*, by Mary E. Dunham. This book presents manual training work of a kind and in such a way as to arouse the interest of the children. During the course of instruction in doll dressing a progressive series of lessons in sewing for primary children is given. This work should follow immediately after the kindergarten. The same methods may be used thus making no breaks in the child's experience. Lessons in all materials used are given and many life-lessons are learned unconsciously from talks introduced. (Columbia Book Company, Philadelphia.)

*Michelangelo*, by Estelle M. Hurl, a collection of pictures with introduction and interpretation. (Riverside Art Series.) In this volume the author presents pictures and descriptions that give an idea of some of the principal works of this great artist, who in his branch of art is comparable to Milton and Beethoven. Michelangelo learned his first lessons from the Greeks, but like all original geniuses he added to the ideas of his masters. The main characteristic of Greek art is repose; that of Michelangelo is action. Among the pictures and descriptions of his creations in the volume are the Madonna and Child, David, Cupid, Moses, Christ Triumphant, Jeremiah, Daniel, etc. (Houghton, Mifflin & Company, Boston and New York.)

*The Advanced Reader*, in Longmans' series of "Ship" Literary Readers, is intended to give a systematic suggestion of the great modern prose literature of England. Representative passages have been taken from Swift, Thackeray, Milton, Fielding, Dr. Johnson, Sterne, Burke, Gibbon, Scott, Jane Austen, Lamb, Wordsworth, Carlyle, Froude, Dickens, and others. These have been chosen either for elevation or charm of style, or else for interest of subject. An effort has been made to give just as much information as possible without embarrassing the young reader. (Longmans, Green & Company, New York.)

*Ideal Suggestions Thru Mental Photography*, a restorative system for home and private use, by Henry Wood. In order to accommodate thousands who have received great help from this book, and who wish to give it to others, it is now issued in paper covers. People from all walks of life recount in the most glowing terms the uplift, physical, mental, and spiritual, which has been realized from this formulated system. It is ordered largely from England and Australia, and an English philanthropist of Shanghai voluntarily had it translated into classical Chinese and scattered it broadcast. (Lee & Shepard, Boston. Fine cloth, \$1.25; paper covers, \$0.50.)

*The Political Economy of Natural Law* by Henry Wood. The general purpose of this volume is the outline of a political economy which is natural and practical, rather than artificial and theoretical. It is based on a volume issued by the author in 1887 entitled "Natural Law in the Business World" which passed thru several editions. The matter has been so thoroly revised as to make it practically a new work. Conventional political economy, the author holds is largely a mass of fine-spun intellectual abstraction. These questions should be tested thru their relations to natural law. The author has given an especially clear and full treatment of the labor question from this standpoint. (Lee & Shepard, Boston.)

*The Reward of Prince Cheerfulness*, by Ruth Levinson. This story is intended to portray by personification, traits of character such as cheerfulness, temper, patience, etc., their cause and their effect upon each other. Cheerfulness sheds forth its genial rays, is brave and coura-

geous, while Temper at first uncontrolled, will at last be conquered by the bright beams of Cheerfulness, and yield to its influence. (William R. Jenkins, New York. Price, \$0.75.)

### The Educational Trade Field.

A matter of considerable interest to architects and to school boards is brought up by Trustee Joseph Downey's resolution in the Chicago school board to discountenance the building of school-houses with hip roofs. The resolution was the outcome of the death, in March, of little Mary Real who was crushed under a snow-slide. It has become pretty clear that the only safe roof for a school building in Chicago is the flat roof. Such a roof has its disadvantages, but it will not precipitate its burden without warning upon the herds of unexpectant children.

The Prang Educational Company have removed from the old Washington street building to 110 Boylston street, Boston. They occupy the third floor, and have fitted it up in very beautiful style, and are ready to receive all their friends. Mr. W. E. Cochrane says they are very much pleased with the change and have so much more space, being able to make a much better display of the results of the Prang Drawing System.

### The Harper Prints.

The Harper Black and White prints have been already referred to in the columns of THE SCHOOL JOURNAL. Thru the courtesy of the Helman-Taylor Company we show here a group of them, giving a good idea of their effectiveness and value in school-room decoration. They include work done by the cleverest of modern artists.



- |  |   |
|--|---|
| 1. James Stuart. Anthony Vandick.          | 16. Christmas Welsh Rarebit. F. S. Church.        |
| 2. The Apostle. Rembrandt.                 | 17. Dribbling for Chub. E. A. Cohen.              |
| 3. A Girl's Head. J. E. Greuss.            | 18. Vittoria Colonna. Lefferts.                   |
| 4. The Poet. Rembrandt.                    | 19. The Countess of Oxford. J. Hopper.            |
| 5. A Drink. Elizabeth Norton.              | 20. Vandick as a Youth. Vandick.                  |
| 6. The Women at the Sepulchre. Bonaguer.   | 21. Faithful and True. Barber.                    |
| 7. A London Flower Girl. Foulde.           | 22. An Open Book. Moore.                          |
| 8. The Jolly Tipster. Franz Hals.          | 23. Rembrandt as an Officer. Rembrandt.           |
| 9. Portrait of a Young Man. Franz Hals.    | 24. The Soul of the Forest. Mazence.              |
| 10. The Bohemian. Franz Hals.              | 25. A Military Gentleman. Rembrandt.              |
| 11. Portrait of an Old Man. Rembrandt.     | 26. Don Gaspar de Guzman. Velasquez.              |
| 12. Rembrandt Laughing. Rembrandt.         | 27. Helen Fourment. Rubens.                       |
| 13. Two Mothers. Elizabeth Gardner.        | 28. Rembrandt as an Old Man. Rembrandt.           |
| 14. The Repose in Egypt. Murillo.          | 29. Portrait of Cornelius Van der Geest. Vandick. |
| 15. The Chase of "The President." Chafman. | 30. Portrait of a Young Woman. Holbein.           |



# THE SCHOOL JOURNAL

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**E. L. KELLOGG & CO.,**

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THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (one hundred twenty-four pages) in June, a private school number in September, a Christ nas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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Will be furnished on application. The value of THE SCHOOL JOURNAL as an advertising medium is unquestioned. The number and character of the advertisements now in its pages tell the whole story. Circulating as it does among the principals, superintendents, school boards, and leading teachers, there is no way to reach this part of the educational field so easily and cheaply as thru its columns.

## Interesting Notes.

### Drifting Over the Sea.

Cyrus C. Adams, the well-known writer on geographical subjects, has been studying the courses of driftwood in its passage over the sea and has given his observations in an article recently published. The Japanese current, he finds, brings specimens of the mango, the camphor-tree, and the mahogany from Asia to the coast of

Alaska. The same current carries great pines from Oregon or Vancouver island to the eastern or northern shores of the Hawaiian group.

A tribe of Eskimos in east Greenland have found the driftwood cast up on their shores after a long voyage from the Siberian rivers one of their greatest sources of convenience and comfort. These 500 natives had never seen a white man, nor heard of any other part of the world before the explorer Holm reached them in 1883, and yet they had many implements made of wood that had come to them from half around the world. Their dog sledges were made of timber that undoubtedly grew on the banks of the great Siberian rivers. They fashioned the parts from bits of timber, joined them with stout thongs of sealskin and shod the wooden runners with bone.

A unique wooden product was their maps of the country around their homes. One map, for instance, represented a peninsula with all the coast indentations notched in the edges of the wood; hills and valleys were also quite accurately shown. When a hunter of this east Greenland tribe sets out on a journey he is likely to carry one of these wooden maps, and can tell by consulting it where the valleys will lead him and the route by which a kajak, or skin boat, may best be carried overland from one fiord, or narrow bay, to another.

Vast quantities of Siberian driftwood are found on the east coasts of Spitzbergen

that covers it, was an interesting marine problem which was not solved until lately.

Nine years ago, Dr. Krummel, a German, was able to make a map showing the general shape of this mass of floating vegetation and in what parts of the sea the algae are found in greatest abundance. In shape the Sargasso sea is a sort of an ellipse in the inmost parts of which the mass of vegetation is most dense. The area over which the algae spread is greater than that of the United States, and the central part where the mass is most dense is larger than the Mississippi valley. As to the origin of algae, Dr. Krummel reached the conclusion that they are not, for the most part, of marine growth, as many have asserted, but come from the lands bordering on the Gulf of Mexico, the coast of Florida, and the shores of the Antilles and Bahamas. He says the algae are carried away from the land by the Gulf Stream and he made calculation as to the time required for them to reach the central part of the Sargasso sea. A fortnight after reaching the Gulf proper the weed will, at the rate of three knots an hour, reach the latitude of Cape Hatteras. From that point its onward motion is slower and it takes about five months and a half for it to arrive west of the Azores, whence it circles around southward and westward into the region of calms. When in the central part of the Sargasso sea the weed continues to move slowly until, becoming



and lesser islands between Europe and Greenland. The Norwegian fishing boats use thousands of glass balls as floats, and some of these balls have been found on the west coast of Greenland, where they were evidently carried by the branch of the Gulf stream which, after nearing the shores of Norway, turns north and merges with the west bound current from Siberia.

A considerable quantity of timber is carried out of the Orinoco, Amazon, and La Plata rivers and borne over the sea in various directions according to the trend of the currents. These rivers also send to sea another kind of drift material which is rarely carried into ocean waters except by tropical rivers with low-lying banks. Parts of river banks are sometimes torn away and carried hundreds of miles down the stream, a great mass of vegetation and also insects and reptiles. The floating islands, as they are called, may travel a considerable distance out to sea until the waves tear them to pieces and scatter their fragments over the ocean floor. These floating masses are of very common occurrence in the La Plata, but if they reach the sea they are always carried southward by the current.

A great deal of vegetation growing near the edge of the sea is torn away by the waves and much of it is carried far out into the ocean. It is called seaweed or algae, and vast quantities of it are carried by ocean currents to that region of comparative calm known as the Sargasso sea, in the mid-Atlantic mainly east of the Gulf of Mexico. The extent of this sea, green with the dense masses of vegetation

heavier as it grows older, it gradually sinks to make way for fresh supplies.

The map shows the directions in which timber and other objects drift in the ocean.

## A Great American Actor.

Probably the most noted living American actor is Joseph Jefferson who, in spite of his more than seventy years, is still actively practicing his art. He was born in Philadelphia February 20, 1829, and is the fourth of the family and the third of his name on the stage. His first appearance was as the child in "Pizarro" at the age of three years. Until 1856 he played minor parts and managed several Southern theaters.

As a star actor his characters of Dr. Pangloss, Bob Acres, and Dr. Ollapod are well known.

But the character for which he is principally noted is Rip Van Winkle, in the dramatization of Irving's story of that name. The union of humor and pathos, together with a soft and pleasing dialect, which no one can present quite so well as Mr. Jefferson, make this one of the most popular of plays. He has lately been playing it in New York city.



JOSEPH JEFFERSON

# Young Girls

How easy it is for young girls to go into the "decline."

They eat less and less, become paler and paler and can hardly drag through the day. They are on the steady downward course. Iron does them no good; strychnine and bitters all fail. They need a food that will nourish them better, and a medicine that will correct their disease.

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is both of these, elegantly and permanently combined. The Cod-Liver Oil makes the blood richer, and this gives better color to the face. The hypophosphites of lime and soda act as a strong tonic to the nerves. Soon the weight increases, the digestion improves and health returns.

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"Eruptions that came on my face have all disappeared since I began taking Hood's Sarsaparilla. It cured my father of catarrh." ALPHA HAMILTON, Bloomington, Ind.

"Thad scrofula sores all over my back and face. I began taking Hood's Sarsaparilla and in a few weeks I could not see any sign of the sores." ORHO B. MOORE, Mount Hope, Wis.

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125 rooms, \$1.50 per day. 125 rooms, \$4.00 per day  
(100) with bath, \$3.00 and upward.

#### EUROPEAN PLAN.

100 rooms, \$1.00 per day. 125 rooms, \$1.25 per day  
125 rooms, \$1.50 per day. 125 rooms, \$2.00 per day  
(100) with bath, \$2.00 and upward.

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E. L. KELLOGG & Co., 61 E. 9th St., N. Y.

### Thirty Million Stars.

Announcement has been made to the Paris academy of sciences by Maurice Loewey, manager of the Paris observatory, that the map of the heavens on which work has been progressing for nearly ten years, is nearly completed. It will show nearly 30,000,000 stars down to the fourteenth magnitude.

### Brazil's Fourth Centenary-

The celebration of the four hundredth anniversary of the discovery of Brazil began on May 3. Dr. Campos Salles (kahm' pose sah'les), the president, unveiled at Bahia (bah-ee'ah) a monument in honor of Pedro Alvarez de Cabral (pay'droh ahl-vah' resh day cah-brahl'), the discoverer.

After da Gama returned from India in 1499, Cabral was put in command, by the Portuguese government, of an expedition to follow up his discoveries. Leaving Lisbon on March 9, 1500, Cabral kept far out in the Atlantic, and touched Brazil on April 2, 1500, and took possession of it for Portugal.

### Pretty and Artistic Diplomas.

Old Time has once more made a revolution of his wheel and we are again nearing commencement. Teachers, if you are going to give diplomas, give pretty and artistic ones, not the common ones so often given. Those of the Ames & Rollinson Co., New York, are chaste, artistic, and correct. When writing, tell how many you want and for what kind of school. It is advisable to send in orders early, so that they may receive the proper care and attention.

### The most Efficient.

Dr. C. A. Koder, of Philadelphia, in a letter of recent date says: "As a painkiller I have found five-grain 'Antikamnia Tablets' the most efficient, being far superior to morphia, particularly with those of highly nervous temperament in whom morphia produces great motor excitement. In the administration of these tablets I have noticed the absence of any ill effects." Five-Grain Antikamnia Tablets are a specific for headache, browache, muscle, and nerve pain, having no after-effects, do not tend to produce habit nor depress weak hearts.

### Two Fast Trains Daily to Portland, Ore.

Via Chicago, Union Pacific, and North-Western Line. "The Overland Limited" leaves 6:30 P. M., equipped with Pullman sleeping cars, tourist cars, free reclining chair cars, buffet library cars. All meals in dining cars. "Pacific Express" leaves 10:30 P. M., with similar equipment. No change of cars. Fastest time. Unequaled service. The best of everything. All agents sell tickets via Chicago & North-Western R'y, or address:

H. A. Gross, 461 Broadway, New York City.

### National Educational Convention.

The Atlantic Coast Line has just issued a neat booklet that will be of interest to teachers and others concerned in the convention. The booklet is entitled a "Short Sketch of Charleston—How it Fared in Two Wars and an Earthquake." Copies may be had by addressing H. P. Clark, East'n Agent, 229, Broadway, N. Y.

The Atlantic Coast Line via Wilmington and Richmond is in connection with the Pennsylvania R. R., and is the only line

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know the luxury of it.

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## 5-CENT NATURE READERS.

We have begun the publication of a series of books for Supplementary Reading on Nature Subjects, at 5 cents per copy or 60 cents a dozen. Each contains about thirty-two pages, nicely illustrated and charmingly written. They will make delightful reading for the Spring term, and can be supplied to a class for a very small sum. Nos. 1, 2, and 3 are now ready and Nos. 4 and 5 will be ready very soon. All are for second and third grades:

No. 1, Pussy Willow and Wake-Robin  
No. 2, The Spring Beauty and the Anemone.

No. 3, The Squirrel and His Home.

No. 4, Bittercress and Roses.

No. 5, The Story of a Beehive.

No. 6, Golden Rod and Aster.

No. 7, Stories about Birds.

No. 8, Christmas Stories.

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For meeting of Old Order of German Baptist Brethren at Camden, Ind., June 3 to 5, 1900, the Pennsylvania Railroad Company will sell, from May 31 to June 3, inclusive, excursion tickets to Camden, Ind., from stations on its line west of Baltimore, Md. (not inclusive), west of and including Lancaster and Reading, and from stations south of and including Sunbury, at rate of one first-class limited fare for the round trip. Tickets will be good returning until July 5, inclusive.

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As they build their summer home,  
Blades of grass and buds are springing  
O'er the mead the cattle roam.  
In the spring your blood is freighted  
With the germs that cause disease,  
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In the spring that tired feeling  
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